

Growing Child®

3 Years

From Terrible Two to Socially Agreeable Three?

As a child reached toward his third birthday he began to look more organized. He seemed to be achieving some measure of balance in living. His demands became less as he achieved a greater degree of independence in self-care and expanded his ability to express his needs through speech.

Three has a vocabulary which has begun to catch up with his driving need to communicate his needs and desires.

The three-year-old is much easier to live with than he was a year ago. Three has learned to make simple choices. This year brings with it a period of relative calm during which the child will consolidate his earlier learnings and continue to build quietly on that foundation.

Three—at least for the first half year—is a sociable and agreeable child. This is a charming and generally lovable age. Nursery school teachers are unanimous in their praise of three-year-old behaviors.

Interested now in people, Three watches their faces, "reads" the owners' feelings and responds to them appropriately. Three is very conversational—he talks to anyone and everyone, talks to his toys, talks to himself as he plays. In this way he tries out new words and their meanings.

Three has learned to share and is beginning to use his imagination in play. He enjoys playing with other children. Where Two seemed satisfied with solitary imitation of specific adult activities, Three sets up an entire situation which needs the active cooperation of other children. His imaginative

role-playing includes playing "house", "doctor/nurse", "bus driver", etc. Although such imaginative play is mainly limited to playing the roles of persons and activities which are a part of his daily life, his experience with television may expand the number of roles considerably.

Three eats well with spoon and fork and handles his cup or glass safely with one hand, tipping his head back to get the last drops. Dressing and undressing skills are increasing almost by the day. Three can pull slacks and underpants down or pull them up. He can take off or put on socks, shirts, and coats, although needing help with hard-to-reach buttons, or zippers and with tying sashes or shoes. Three may determinedly put on his shoes—on the wrong feet. Help may also be needed in the proper orientation of pull-over shirts and sweaters so that they do not end up backside forward.

Where Two was self-centered Three is reaching out to others. Three will actively "mother" and attempt to comfort an unhappy two-year-old, showing tenderness and compassion to a surprising degree.

Three is more orderly and willingly cooperates in putting away toys—especially if the suggestion is phrased as "Let's put your toys away before Daddy comes home." Everything has its place for the three-year-old and he enjoys placing things precisely—soft toys here, trucks and cars there, tricycle safely run into its "garage".

This same willing cooperation extends to simple helping tasks in the kitchen—"Hand Mommy the towel, please?" Three's help

can be elicited easily in the yard when Daddy is planting a garden. "Three, will you please hold these packages of seeds for Daddy? Then you can give me one of them at a time as I ask for them. Thank you!" At the supermarket Three's mother can capitalize on his sociability by such simple requests as "Three, please hand Mommy that roll of paper towel", etc.

One of the more welcome traits of Three is his growing understanding of time intervals and a willingness to wait for a reasonable length of time for his needs to be met. Yesterday, today and tomorrow now have meaning for Three. This ability to defer satisfaction is a big step forward.

Enjoy the sociable and agreeable Three while you can—toward the end of this year this now delightful child may turn bossy and demanding as, his initial social needs met, the child becomes preoccupied with seeing that things be done his way, that his routines be followed.

But so the pendulum of development swings—and for the present you can enjoy the amiable sociability of your three-year-old child.



Developmental Chart for Three Years

Social Behavior:

- Eats with fork and spoon.
- Washes hands but requires supervision for drying.
- Pulls trousers and underpants down and up but needs assistance for zippers, buttons and other fasteners.
- Enjoys helping adults in the kitchen, garden, marketing.

—Prefers play on the floor with blocks, toys, trains, dolls, boxes.

—Wants other children around and joins them in make-believe.

—Comprehends the concept of sharing toys and candy.

—Demonstrates affection—to adults and children, including younger siblings.



—Indicates some understanding of the difference between present and past, and the need to delay for the future the satisfaction of his desires.

—Cooperates in keeping things neat.

—Social behavior is agreeable, loving and confiding.

Vision and Fine-Motor Skills:

—Builds a tower of nine blocks.

—Strings large wooden beads on a shoelace.

—Copies a circle and a letter "V", imitates a cross.

—Draws a partial man—head and one or two other features or parts.

—Matches two or three primary colors, usually red and yellow but may confuse blue with green.

—Holds pencil with fingers near the point between the first two fingers and thumb. Control is pretty good.



—Enjoys painting with a large brush, covering all of the paper. The pictures are named after completion.

—Cuts with scissors.

—Can close fist and wiggle thumb in imitation, to the right and to the left.

—Picks up pins, raisins or objects of comparable size with each eye covered separately.

—Identifies miniature toys (not seen before) at a distance of 10 feet.

Language, Speech & Hearing:

—Large vocabulary though speech still contains some sound substitutions. Nevertheless can be understood by a stranger.

—Gives full name and sex (sometimes even age) when asked.

—Use of grammar still unconventional.

—Talks to self in long conversations, most of which are related to the immediate present. Plenty of make-believe related during these monologues.

—Uses personal pronouns, "I", "me", "mine", correctly as well as most plurals and prepositions.

—Asks questions frequently. They usually begin with "what", "where" and "who".

—Loves to be read to and requests favorite stories—to be reread often.

—Carries on modest conversations and when asked, will describe a few past and present experiences.

—Knows several nursery rhymes and can repeat a few and sing some on occasion.

—Counts, by rote, up to 10, and even more, but he has no awareness of quantity beyond two or three.

—Cooperates in hearing testing and can be administered a pure-tone audiometric test.

—Speaks in a range of pitches and plenty of volume.

—May know the names of colors.

Motor Development:

—Walks stairs independently, using alternate feet walking up, but coming down he still places

two feet per step.

—Jumps from the bottom step, using a two-feet-together jump or jumps over a string 2 inches high.

—Turns corners when running, pushing or pulling objects.

—Pulls objects while walking forward, sideways, backwards confidently.

—Rides a tricycle (with pedals) and steers it to avoid obstacles.

—Can stand on one foot momentarily, can walk on tiptoe.

—Throws a ball overhand.

—Catches a large ball between extended arms.

—Kicks a ball vigorously.

—Climbs play equipment with ladders.

—Builds with large construction blocks and planks. Can build vertically and horizontally.

—Dresses himself, including shoes and socks.

—Controls bowels and bladder during the daytime.

—Hops on one foot—2 or more hops.

—Walks a line or curbstone without stepping aside.

—Manipulates eggbeater for whipping.



Three Year Old Thought

Now that Youngster's sentences have become longer and more grown up, it is easier to think of him, especially during times of good behavior, as a small copy of an adult. Indeed, it was once believed that children were "little people" who differed from adults only by degree: amount of size, length of attention span, capacity for learning facts, etc. We now know, however, that children are like adults in some ways but quite different in others.

Where are the similarities? In the same area where all people can be said to be alike: in the emotions. All people share the need for affection and love; the quality of their laughter and sorrow is essentially the same regardless of the cause. So, too, for the child. From birth

onward, a child's emotional reactions to the world are fully developed. The young child's anger and hurt are as real and as keenly felt as they will ever be in his adulthood. Likewise, his feelings of happiness and pleasure stay the same. Only his control over the expression of emotion changes with growth and learning.

But despite his similarity in emotional reaction, Youngster at three years shows differences in thinking that have a different quality as well as quantity when compared with the thinking of an adult. We can illustrate Youngster's present level best by comparing him both with the way he was a year ago and with the adult thinking from which he differs. We will start by looking backward over the last year.

By the age of two years, Youngster was well along in his ability to experiment with ideas, to try out an idea in a number of situations. He also had a number of words that he had learned to connect with a familiar object or event. Thus the sight of the family car might have brought out a sentence such as, "Car go fast go bye bye." But it was an interesting fact of such talk that the action words and descriptive words like "go", "fast", and "bye bye" tended to get mixed in with the name of the object, the car. Thus if you had pointed to the car and asked him what it is, he might have given you a sentence like the previous one. Now if you ask him, he will simply say "car", without connecting it in one breath to action words or other related but inappropriate words. He may even wonder why you asked him such a silly question! The reason for this change is that Youngster has learned there is a difference between objects and the words that are used to describe them. An object no longer calls forth a set of words like a kind of knee jerk reflex. Instead, Youngster can now

think about words as separate little ideas and use them separately and selectively.

Despite this increase in the clarity of Youngster's thinking, there are several ways in which his thought is still different from that of an older child or an adult. One is that most of his ideas are not truly reversible. Reversibility is required for higher reasoning, including much mathematical reasoning. We have mentioned reversibility before, but will amplify it a little more now. If a thought is reversible, it can run in two directions. Someone can think his way from one place to another, then return to the starting point. A good example is adding and subtracting numbers. If five plus three gives eight, then the reverse process, subtracting three from eight, should take you back to five, the original starting point. This is, of course, an idea that must be wrestled with by first graders. A simpler example, and one more relevant to Youngster, is this: If Youngster rides his tricycle a long way down a sloping street, he will have to pedal a long way uphill when he returns. If the idea of going downhill is reversible, he will be able to imagine what it will be like to go back up, and will realize that it won't be as easy as going down. Unfortunately for Youngster, at his first encounter with a hill (such as at a new park or after moving to a street that has a hill), he will give no thought to the reverse consequences of the downward

ride and will go charging off down the hill as far as he can go, if nothing prevents him from doing so. Even after repeated experience has taught him not to go down so far, he will not have developed reversibility. He will simply associate the long downhill ride with an unpleasant consequence and avoid going too far, rather than think the whole situation through in advance.

Here is another example of irreversibility in Youngster's thinking. You might ask him: "Do you have a brother?" He says, "Yes." "What's his name?" "Billy." "Does Billy have a brother?" "No."

Again, Youngster's thinking works in one direction (usually from himself outward) but not in the other. He can't work backwards from Billy toward himself. What must seem like an astonishing lack of reasoning here is based, at least in part, on Youngster's inability to reverse the direction of his thinking.

Another characteristic of Youngster's thinking, one that will gradually disappear, is egocentricity. This refers to his inability to take any point of view except his own. It is true for both object perception and perception of social situations. You can demonstrate egocentricity with an experiment like the following one. Seat Youngster across a table from someone, say Mother. Have two toy animals, as alike as possible. Place one animal in the middle of the table, facing Youngster. Have the other close at hand, ready to give to Youngster. Then say, "You and Mommy can both see the doggie. But she's on the other side of the doggie. Show me with this doggie how the doggie on the table looks to Mommy." You should sit on Youngster's side of the table and show him how he can face the second animal in several possible directions. If Youngster could imagine the dog from his mother's point of view, he would place the second dog



facing away from himself and you. Or at least he could tell you if you had placed the dog correctly. But since he is still highly egocentric, he is not likely to solve even this simple problem, nor will he for many months.

The problem of Youngster's recognizing that his brother also had a brother was partly one of egocentric thinking, since he was unable to take the point of view of the brother. Egocentricity and irreversibility are close cousins, since overcoming both requires Youngster to take a more detached and objective point of view.

Of course, from a social standpoint as well as an intellectual one, taking another point of view is an important skill. Youngster gains this gradually, through repeated encounters with other children and adults, where he is compelled again and again to take their viewpoints into account. The effect of understanding another viewpoint was illustrated dramatically in one experiment with elementary school children. It showed that a child could be made much less hostile toward another child who had angered him when the second child's feelings and reasons for his behavior were explained to the first child.

A third way in which Youngster's thinking is immature is the frequency of a kind of reasoning called transductive reasoning. While Youngster can use inductive reasoning (forming general principles after seeing specific examples) and deductive reasoning (applying a principle to a new situation), he also reasons transductively. This means that when two things happen together, Youngster reasons that each can cause the other. For instance, the following behavior sometimes happens with children aged three and even four. The child may lose a ball or other toy under a piece of furniture so that he can neither reach it nor see it. Instead of continuing to search under the furniture

or asking for help, the child goes to his room and looks in the drawer or closet where the toy is normally kept. He sees the toy and its drawer as related to each other, and seems to believe that the drawer can somehow cause the toy to appear for him.

For another example, if Daddy normally takes the car to work with him, but for some special reason someone else brings it home during the day, Youngster may find it hard to believe that Daddy isn't home, even though he is told so. The two things—Daddy and the car—are so connected in his mind that one seems hardly able to exist without the other.

You can test for transductive reasoning in your Youngster in the following way. Find two events that normally go together. For illustration, let's say that Youngster has often seen the dishwasher being filled with dishes and soap before it is started. (Did we hear you say, "What's a dishwasher?") Sometime when Youngster is watching, put in everything but the soap, then close the door and start the dishwasher. After it is running, ask Youngster if there is any soap in the dishwasher. Chances are good that he will say yes, and even insist that the soap is there after you remind him that he didn't see you put any in. The three things, dishwasher, dishes, and soap, form a whole in his mind so that the dishwasher logically causes the soap to exist, at least within the closed dishwasher, where his imagination can fill in what is not seen.

While the fallacy of Youngster's reasoning seems too obvious to adults, we should remember that even adults find it difficult to separate correlation from causation. If two things go together or one closely follows the other, it is easy to see the first as causing the second, as long as there is any reasonable basis for thinking so. Thus it is possible to see a variety of eating and living habits as affecting

health, although exact cause relationships are not always easy to demonstrate scientifically. Sometimes two things correlate with each other because they are both related to a third factor. Someone once observed that there is a good correlation between the rise in alcohol consumption and the rise in preachers' salaries. While there is the humorous implication that the second caused the first, the probable explanation is that each is related to a third factor such as a rise in living standards in general. At any rate, we do not completely outgrow some of the fallacies in reasoning that are characteristic of Youngster at this age.

This brings us to a final important point. Youngster does not suddenly change from one form of thinking to another. The change takes place slowly and happens first for simple problems, then later for harder problems of the same type. Thus we can't say that at a certain age Youngster will show one kind of thinking, period. In thinking, as in emotional development and other areas, Youngster can be at any of several stages, depending on the particular situation. With thinking and problem solving, the kind of thinking Youngster does depends a lot upon the difficulty of the problem. This in turn is related to several things, like the amount of immediate memory that is required, the number of parts that Youngster must pay attention to, and his familiarity with the separate parts of the problem. In demonstrating egocentricity, we chose a simple situation (familiar objects, similar parts, easy manipulation) to show that even at this level, Youngster is still likely to be egocentric. Long after he's able to position the second animal correctly, he will have trouble with a more difficult problem of the same type, like drawing the letter F as it would look from the opposite side. The increased difficulty is due to more parts that are less familiar, and to the

drawing task that requires better coordination between eye and hand than simply turning an object.

But the fact that the first advances in thinking are made with simple problems suggests that we should always be on the watch for appropriate situations at Youngster's level, where we can gently lead him on toward more advanced behavior. We will continue to give you ideas for simple activities that will encourage Youngster's development in thinking and other areas.



Now We Are Three!

Three Years Old — magic words which for better or for worse mark the end of babyhood and the beginning of Early Childhood! The young learner has made tremendous strides in these first 36 months. If all of us—yes, you too!—had continued to learn at the amazing rate we achieved during our first three years, we would all be geniuses. Anyway, we would all know a lot more by now.

Just think—thirty-six short months ago this self-sufficient, independent three-year-old was a totally helpless newborn infant. And in that period of time he has gained total voluntary control of his body. Although he's not yet expert, he has learned to walk, run, jump, throw, pinch, feed himself—and has mastered the basics of speech and language. While all



this was going on this developing infant was also absorbing the customs and values of you, his parents, and adapting to the demands of society.

Now that our young learner has reached this watershed between babyhood and early childhood it is time to reinventory his achievements. To do this we must resort again to that nonexistent "average" child. Among all children just-turned-three, half will have achieved and surpassed these skills while the other half will not yet have achieved them.

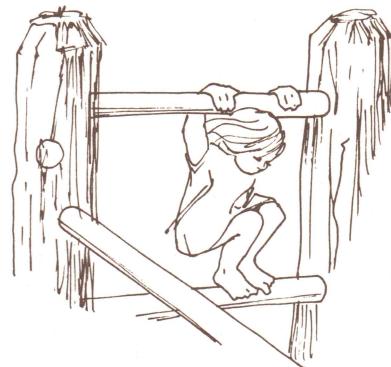
Youngster now walks easily and smoothly forward, sideways and backwards. He swings his arms in nearly adult fashion. His running is better controlled and he can change directions quickly. Further, Three pedals a tricycle and steers it easily around obstacles.

Stairs are climbed independently, and Three can now jump off the bottom step, jumping from both feet and landing on both feet (usually in a deep squat). Three can also jump up or forward, clearing the floor by at least 2 inches.

Three can also walk on tiptoe for a distance of about 10 feet. His improved balance is also shown by his ability to walk a line without falling off. But he can still stand on one foot only momentarily. Hopping on one foot is a little easier than standing still on one foot so Three can manage two or three successive hops on his preferred foot.

Along with his running and emerging jumping and hopping skills, Three readily climbs the ladders of slides or other play equipment. He loves slides but may still prefer to have a helping hand waiting at the bottom of a "high" slide.

Three can now throw a ball with one hand but may step forward onto the foot on the throwing side. He catches a large ball between his outstretched arms, making some



active adjustment of arms and hands to meet the ball. This is in noticeable contrast to the passive trapping he demonstrated at age two.

Kicking also now involves adjustment to a moving ball. Where Two walked into a stationary ball, Three meets a rolling ball and kicks it vigorously. He makes contact successfully about 3 out of 5 times.



As you can see, Just-Turned Three has refined and improved many skills which were just emerging or not yet present by age Two. This next year will find Three consolidating earlier learnings, improving and refining use of his body to adapt to and to manipulate objects around him.



A New Theme: Work As a Means of Self Development

Since Youngster is a friendly cooperator at this age, start now on education for the future, home-making. There is more to home-making than cooking and cleaning, however. When you offer

young children an opportunity to become meaningful members of the family, you are allowing them to practice the skills of self-discipline which lead to self-control. The efforts to respond to someone else's needs as well as one's own needs, teach the kind of responsibility and competence required for many of life's skills. On the other hand, a lack of such competence and responsibility may place children in a role of submission when they are, by necessity, under adult control.

Where does it all start? At home, in the process of daily living or what Maria Montessori called "practical life experiences." We at *Growing Child* have talked before about the role of the child as a member of the family. However, in our professional positions we regularly observe preschool programs and nursery schools. And what do we see? In many programs and schools, they offer specific learning activities for the care of the environment and the individual. (Incidentally, these are not to be confused with the Doll Corner or Playhouse, also important but which are designed for free play.) Rather, the structured activities we have in mind provide real tools for purposeful work, the kinds of things where Youngster begs to "do it myself."

We observe children who volunteer and choose to wash dishes, tables and floors; polish silver, shoes and stones; water and arrange flowers; clean with dusters, mop and broom; prepare and serve food. And aren't these the same activities which are carried out at home and for very real purposes?

We hope you will consider this issue when you are tidying up the house and Youngster is underfoot. Instead of fabricating play activities, invite your child to share in family chores and responsibility. It isn't long before such children exhibit a sense of importance and competency following the mastery of different household tasks. For example, when preparing dinner—the time

doesn't matter, whether it is the night before or after breakfast that day—provide Youngster with real tools. Show how to operate a hand egg beater or a carrot peeler. If the equipment is placed at a proper height, there will be fewer spills—of child or equipment. While you are preparing to wash dishes, Youngster may be assigned to sort the flatware. When you move on to the living room, offer a damp cloth to remove finger marks from the woodwork. Ashtrays and wastebaskets may be emptied into larger receptacles. In the bathroom there will be a tendency to want to splash in the water unless you suggest genuine work. Allow Youngster to wipe off glasswax from mirrors, window, tile. If water is irresistible, handwashing of socks or scarves can be substituted.

Naturally this work should be something Youngster wants to do and within the parents' demands. There are many reasons for recommending practical experiences in the home: the exercise is equal to if not superior to such things as "push-ups" or "kneebends"; the need to pay attention—to choose, arrange, use equipment is a school-readiness skill; the importance of making decisions and changing them when they turn out poorly is essential for cognitive learning; the recognition and confidence gained for a job well-done builds up good feeling about oneself.

In upcoming months we will be expanding and enlarging on this theme of helping your child develop through every-day experiences. It is a very important subject.



Dear Growing Child

*"My husband and I are both enjoying *Growing Child*; so much that we recommend it to all of our friends who are new parents and have given several gift subscriptions.*

*It helps us to know that our little 18 month old Mandy is normal in development and that a lot of the irritating things she gets into are not because she's naughty, but merely curious. We also have a 3 month old and I'm thankful we kept our old issues of *Growing Child*.*

Thank you for helping us understand our children a little better. Keep up the good work!"

Daryl & Lynn O.
Omaha, NE



Next Month

• Social Skills at Three

• Training to Get Ready

• Learning & Talking

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Growing Child®

3 Years
1 Month

Social Skills at Three

The three-year-old is usually gregarious, full of talk, and willing to make friendly overtures to other children. But in a strange social situation even the most outgoing child may suddenly turn anxious, fearful and clinging. An only child may be overwhelmed by a group of as few as four strange children. Even a normally friendly child may be unable to adapt to strange children when she is trying to adjust to a new baby at home.

Pushing a child forward and insisting that she make a place for herself in a group of strange children who are already involved in play is *not* the answer. Such parental efforts only add to the child's anxiety and tension and may delay her development of social independence.

How often have you watched this scene being played out: Mother and Jane arrive late at an informal gathering of friends and their children. Mother is anxious to renew old friendships. As she joins the chatting mothers, she says, "Jane, go play with those nice children!" and pushes her reluctant child toward the group of children who are already absorbed in play.

Jane takes a few steps toward the group and slows to a stop. She stands for a few moments, silently watching, then drifts unobtrusively back to her mother's side where she leans against her as she continues to watch. Soon her mother becomes aware that Jane is leaning against her. "Jane, Mommy wants to talk to her friends—now, go play!" She starts her on her way again with another push.

After several successively stronger pushes, Jane begins to cling and cry. Mother is irritated

and embarrassed. She feels that Jane's obvious fears and anxiety reflect on her own social competence. She impatiently pulls Jane up onto her lap and apologizes, "I just don't know what to do with Jane—she's such a baby!"

In a variation of the same scene, after one or two pushes Jane makes a desperate attempt to break into the group in the only way she knows—she snatches a toy from another child, or pushes her way bodily into the group. Immediate uproar! Mother yanks Jane back to her side to "sit there until she learns how to behave!"



No matter how the scene ends, Jane is disgraced, anxiety and insecurity have been increased and she has learned nothing constructive from her unhappy experience.

Parents sometimes seem to expect social skills of children which they do not expect of themselves! We forget the sinking feeling we have experienced upon finding ourselves all alone in a social group of strangers. In fact, most of us avoid such situations by saying either aloud or silently, "If I have to go alone, I won't go!" Yet we expect a socially inexperienced three-year-old to

feel comfortable and happy under the same circumstances. We fail to recognize that by her behavior, Jane is pleading, "I'm scared! What if they don't want me? Don't make me go alone!" Instead of helping the child, we punish her by our disapproval.

If Jane's mother had been less concerned about what her friends thought and more aware of her child's anxiety and discomfort she might have handled the problem very differently. Let's look at some of the ways she could have made the experience both a happy and profitable one for Jane.

One way is role-playing or rehearsal. Mother, knowing that house and children would be strange to Jane, might have talked with her at length about her friends, their children by name. If even one child of the group had been encountered before, she would have refreshed Jane's memory of the child. She could have initiated a game of "how to meet someone new" and had Jane learn to say, "Hello! I'm Jane. What's your name?". etc. etc.

Mother could have arranged to be the first mother-child combination to arrive so that Jane would have to meet and adapt to only the host child. Then as the other children arrived Jane would be an "insider", not an "outsider". Mother could also tell Jane that some of the other children might be shy or afraid and have Jane practice bringing a new child into the group.

Another way of providing Jane with the security would have Mother suggest that Jane choose a favorite toy to take with her. Then upon arrival Mother might suggest that Jane play quietly near her and watch the other children for a while if she didn't

want to join them right away.

Once arrived Mother could take the time to introduce Jane to the other children. This introduction should be more than just naming. A good host or hostess, or even a courteous friend will take the time to make an introduction meaningful by noting common interests or by engaging both persons in a short conversation until each feels at ease with the other. In this case engaging the two children in a mutual activity might be sufficient.

If Jane becomes engaged in play Mother tells her and shows by pointing where she will be if Jane needs her. Even a somewhat older child will feel more secure if she knows where to find her mother. Play is more fun when shared and an occasional move or smile from Mommy or a few minutes of rest at her side will help the sharing.

Should you be the hostess, you can be helpful to the shy child, while teaching your own child social skills and consideration for others. Call your child to you, introduce the new child and suggest something like, "Mary, will you show Jane the swings and the sand pile? Maybe she would like to play in the yard with you for a while."

The three-year-old is capable of cooperative play. She enjoys it but is not yet very experienced in social interaction. An only child or one whose younger brother or sister is still a baby often has little experience in playing with other children his age. It takes time and experience to share toys comfortably, to take turns, to role play, to play together in a group. She needs the support and reassurance that only her parents can give her as she attempts to strike out into the social order of her peers.



Learning & Talking

It is in the course of daily living—dressing, eating, playing, riding

in the car and walking—that new percepts and concepts are acquired. This is because the need for knowledge comes naturally when the learning involves action. How many opportunities each day are there to teach the concept "together"? Well, when washing you may say "bring your hands 'together'" as you show Youngster how to lather up with soap. A few minutes later it's time to dress and you again introduce the concept of "together"—"bring the snaps 'together' so that they will close," as you demonstrate the action. Toys like popbeads, nesting eggs and Tinkertoys can also be used to illustrate the concept of "together."



Language learning is proceeding rapidly. What about comparative words—"more", "less", "thinner", "lighter", "darker", "longer"? These words are essential if we are going to put objects in some kind of order. The outdoors—backyard, park, curbstone garden,—provide occasions for parents to point out the way trees, grass, flowers, shrubs or fences look, and to talk about their location, shape, size and color. When practical encourage Youngster to experiment—"Can you close your arms around a tree trunk? Is it possible to do the same thing to other trees, to larger trees?" Such an experiment will demonstrate comparatives, that one tree is "thinner" or "skinnier" than another. It is good to use the arms and eyes together as a tape measure in order to make comparisons. With experiences of this sort, Youngster will become competent

to make the same assessments, and be equally accurate, using vision alone.

And what about the arrangements in space of the grass, trees, and flowers? The little words like "under", "in", "on", "over", convey a precise meaning which is often lost on the young child. Provoke curiosity and answers that require the use of these prepositions. "Can you see the bug on the flower?" With an incorrect answer you can casually provide the proper information. "Look hard, see the bug? It is on the flower. We wouldn't see it if it was in the flower. And we couldn't see it if it was under the flower."

We haven't made an issue of how to teach language in detail. Yet parents do have their individual styles, and the child's mastery of language is closely bound to parent-teaching styles. In a research study involving middle-class and non middle-class mothers and children, the investigator asked each mother to teach the same lesson to her child. The contents of the lesson were then analyzed in terms of how effectively the mothers transmitted information. The task involved sorting objects and explaining the "rules". To be successful, the mother had to communicate specific meanings clearly and precisely. Some contrasting examples of the two groups are shown in the table that follows. *

What were the differences? The successful mothers made the task seem like fun while the other mothers were impersonal or authoritarian. From this report can't you predict which children are going to be achieving students? While a similar study has not been made of teacher behavior, the investigators suggest that teachers differ also in their ability to convey specific meanings clearly and precisely as well as to support children's problem solving efforts.



Play Things



3 years 1 month

Leaving babyhood behind

On the way to growing up

Now we are three! And as your Growing Child issues tell you, this age marks the end of babyhood and the beginning of early childhood. What a unique and interesting time for you and your child!

Youngster is much more sociable now—he enjoys having other children around—so, many of the playthings we've selected lend themselves well to group play.

He asks all sorts of questions (he *wants* to know!), and he uses sentences to express his ideas and thoughts. Through continual exposure to books and toys that promote learning, his speech and language skills can consistently grow and improve.

Just as he was interested in a rattle as a baby, or a pull-toy as a one-year-old, he now needs new playthings that challenge his body and mind, to help pave the way for more complex learning later on.



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A **Tot Trivia**

Now there's a trivia game for children—but this isn't just "trivia"—it's a fun-filled way to *learn*!

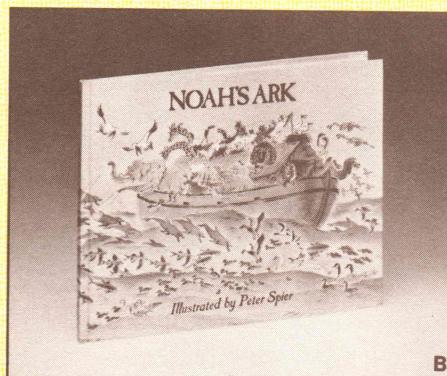
Over 600 questions and answers are divided into categories such as: Animals, Colors, Numbers, Manners, Opposites, Right or Wrong, and Safety. For example: How many scoops of ice cream are in a double? A complete set of alphabet and number (1-9) flash cards are also included.

A wonderfully versatile game to be played one-on-one, by a group of children, or as a game the entire family can enjoy.

The brightly colored game cards are sturdy, big, and easy-to-read. They come in a strong, handy, take-along storage box.

Cards are 3 1/2" x 5 1/2". 3-6 yrs.

RNN26 \$10.00



B **CALDECOTT MEDAL**

Noah's Ark, by Peter Spier.

The richly detailed illustrations in this unique book make it perfect for introducing the age-old tale of Noah and his ark. Children will delight in finding and naming the animals, and will be challenged to follow along as Noah's adventure unfolds wordlessly throughout the brilliantly colorful pages.

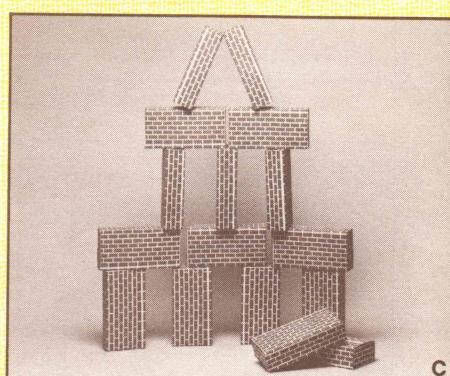
Books such as this that are filled with detail arouse your child's curiosity, inviting him to look closely and study the illustrations. This is an extra boost for strengthening comprehension and concentration skills.

Noah's Ark is the recipient of six children's book awards, including the prestigious Caldecott Medal for best picture book.

Hardbound, 10 1/2" x 8 1/4", full color, 45 pp.

All ages.

RNN317 \$12.00



C **Jumbo Nursery Blocks**

This set of 16 extra-sturdy blocks can become a fort, a stairway, a skyscraper.

They're large enough for "big-building," and light enough for easy-handling. Designed for durable use in schools, they're strong enough to hold up to 300 pounds!

Stacking and building with blocks develops creative skills and encourages make-believe play—a head start on active learning. Your child's imagination and inventiveness will grow as she discovers different ways to play with them.

These blocks are easy-to-assemble. With 16 pieces and their big size, they're perfect for sharing and cooperative play.

Corrugated fiberboard, each is 12" x 6" x 4". 3-6 yrs.

RNN9 \$18.00

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 24 Hours Every Day



D **Playground Pictureboard.**
 Here's a bonus for busy minds and hands. Children love playing with "stickers" and these colorful vinyl cutouts of children at play provide hours of enjoyment.

Each piece adheres to the amusing pictureboard that represents a playground scene. Everything can be moved around to recreate endless stories, and each is a new adventure your child creates.

Arranging the various characters inspires Youngster and helps to develop creativity and imagination.

47 cutouts, pictureboard is 12½" X 18".
 3-6 yrs.
RNS11 \$6.50

E **CLASSIC Caldecott Honor Book**
Madeline, by Ludwig Bemelmans. This classic picture book tells a story about a bright, perky little girl who lives in Paris.

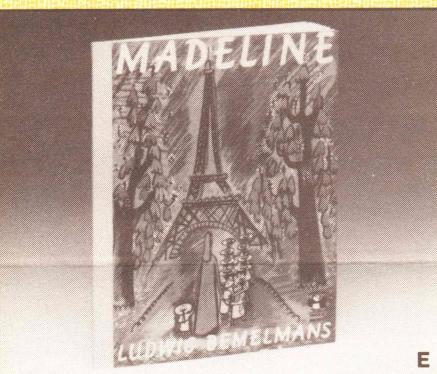
Nothing is dull when Madeline is around. Amongst the other children, she is always the happiest, always ready to try something new. Madeline is never bothered—not even when an unexpected "situation" sends her to the hospital.

This book truly stands the test for good literature: It's been around a long time... and the newest generation of readers and listeners still want to "read it again, please."

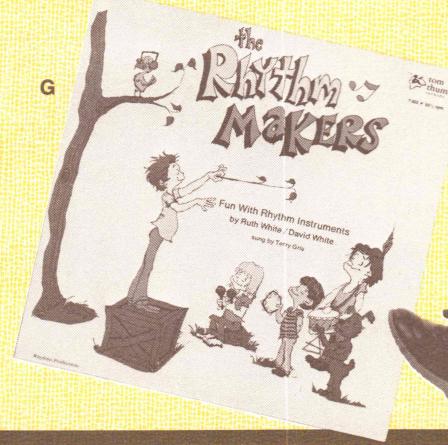
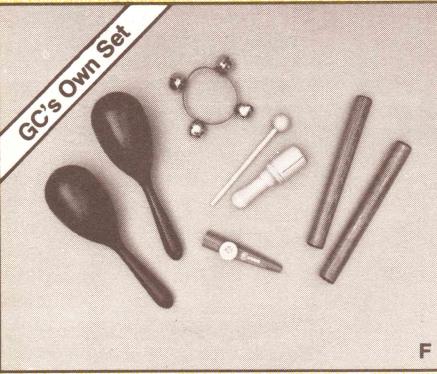
Hardbound, 9½" X 12¼", 2 and full color, 37 pp. 3-6 yrs.
RN346 \$14.00

F **Basic Rhythm Instruments**
 With real instruments like these, (not just toys), and your child's inborn sense of rhythm, she becomes an active participant in musical activities instead of just a listener.

We've put together this exclusive assortment of instruments as a "starter set" for your child.



GC's Own Set



Toy Cards

A special bonus you'll receive with most Growing Child toys is our exclusive **Toy Card**. These cards help you get maximum play value from every purchase by suggesting games, new uses, and adaptations to hold a child's interest longer and stretch your toy dollar further.

Included are 8½" hardwood claves, a higher pitched sounder with mallet, wrist bells, and unbreakable maracas. There's also a kazoo for added fun.

Your child's songs and records will take on a new meaning when she joins in to make her own special music.
 3-12 yrs.
RNO2 \$9.25

G **The Rhythm Makers**
 At this age of constant learning, your child is starting to pay more attention to rhythms. This unique album helps him become more aware of the sounds all around him.

There are songs for learning about and playing rhythm instruments, creating rhythms, and playing loud, soft, fast, and slow rhythms—along with many activities to do alone or with friends.

Our *Basic Rhythm Instruments* are the perfect accompaniment to this record. Together they help your child experience the adventures of exploration and the fun, excitement, and pure joy of making rhythms to music.

13 songs. 3 yrs. and up.
RNC10 LP \$10.50
RNO16 Cassette \$10.50

H **Scoot Seat**
 Children are fascinated by anything on wheels, and this is one of the safest, most enjoyable, physical toys there is. Sitting down, or lying on her tummy, your child can turn, move, and scoot away for lots of fun and laughter.

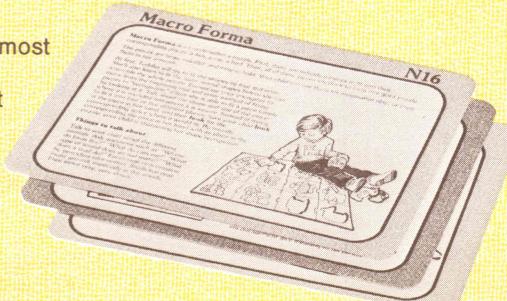
This action toy requires no learned skills such as bicycle riding, just arms and legs that are eager to move. It's used in many school gym programs because it helps children develop balance and muscles while experimenting with creative body movements, and because it's lots of fun!

Sturdy plastic, 11¼" square, 3¾" high. 3-8 yrs.
RN981 \$21.00



Our Guarantee

Our Guarantee is simple! We promise 100% satisfaction or your money back, anytime, for any reason. We want you to be completely satisfied with everything you get from Growing Child. **All Growing Child Playthings are sturdy, safe, and non-toxic.**



*Research Study Examples

Group I

1. "I've got another game to teach you."
2. "No, John. That's a big one. Remember we're going to keep the big ones separate from the little ones."
3. "No, we can't stop now, John. Mrs. Smith wants me to show you how to do this so you can do it for her. Now if you pay close attention and let Mommy teach you, you can learn how to do it and show her, and then you'll have some time to play."

Group II

- "There's another thing you have to learn here, so sit down and pay attention."
- "No, that's not what I showed you! Put that with the big ones where it belongs."
- "Now you're playing around and you don't even know how to do this. You want me to call the lady? You better listen to what I'm saying and quit playing around or I'm going to call the lady in on you and see how you like that."

mental experiences.

Life for the young child was not always like this. Fifty or sixty years ago the young child was needed in a very real way as a part of his family. He was required to do many things which the family needed to have done, and in doing his part, he learned many practical things which helped greatly in organizing him for later school learning. He did things like "fetch and carry". This usually consisted of some fairly simple requests: "I need some water. Please go and draw it from the well." "Hand me the sugar bowl." "Now I need one cup of sugar. Here is the cup. Fill it to the top. Oh, dear, I need two cups of flour. Please bring them to me." "Now, pour out one cup of milk and try not to spill any. Now look on the pantry shelf for the baking soda—it's in the yellow box. Thank you, you've been a great help!"

In these and countless other ways the child of yesterday was exposed to the order and sequence of everyday life. In doing these small tasks he discovered how his activities were part of an everyday systematic, orderly, structured pattern of family life. Daily, routine experiences made him a vital part of organized family life. In the process he got himself organized, and he also learned how his world was organized. Today's child misses this all-important exposure. He is not needed—he is "in the way", and it's much easier for mother to do it all without asking his help. And so our growing child misses important steps in his development.

Let me give you an example from my own personal experience which should highlight what has been said so far. I spent many of my pre-school summers on my grandfather's farm in Mississippi. The farm was in the red clay hills of Faulkner country where the main cash crop was cotton. Life on this small farm was hard and often brutal. At the same time the daily events on this farm

Training To Get Ready

Your particular growing child is now three years old. In three more years he will be entering school. These next three years are most important years for getting him ready for school.

Let us say again that we who write for *Growing Child* are professional people who work with kids who have trouble in school in reading, writing, spelling, and math. They tend to have good intelligence and yet they have serious problems in doing these basic school tasks. Let us say also that we think the major problems of kids with learning disorders are related mainly to their early developmental experiences.

So what we are trying to do in *Growing Child* is give you some sound advice about how you can do some very practical things to assure that your growing child has good development so that he will be ready for school later on.

Now let us tell you about the typical three-year-old in today's society. The major point we want to make is that he is not yet needed as a part of the normal family activities. As a matter of fact he is more often in the way. In other words, the typical family operates more efficiently when the three-year-old

is not part of what is going on in the family.

We think this is wrong. We think the normal three-year-old should begin now to be part of the structure of family life. He should not be shunted aside, but should do his part, even if it is a very small part of what the family is doing. He should also be permitted to do his part even when it slows down or even frustrates other members of the family.

You see, there is a practical problem in trying to lead the pre-school child into becoming a meaningful part of daily family life. The problem is that family life today is so complicated that young children have most things done for them. They do not get to do things for themselves. And it is in doing things for themselves that they learn, It is in doing things for themselves that they get themselves organized for later school learning tasks.

But modern family life is so complex that very young children have few opportunities to do things for themselves. They do not learn to solve very practical problems by themselves. And so their learning about how everyday tasks and happenings are organized is short-circuited. Many children, both rich and poor, are thus deprived of very important develop-

were well-organized. My grandfather had five sons and five daughters. The men in the family did all the work needed to produce the all-important cotton crop which was the only source of cash income. There was plowing with mules in the spring and also planting. In the summer there was "chopping cotton", which consisted mainly of using a hoe to remove noxious weeds. All these activities required much manual labor.

My contribution as a pre-schooler to this process consisted of my bringing fresh drinking water to the men in the family who were working in the fields. I drew water from the well and filled two lard buckets. I then carried these two buckets of water to my uncles and grandfather who were doing all this work. The water buckets were heavy, and I had to solve many practical problems on the way to the fields. There were gates to be opened and sometimes fences through which I had to crawl.

My path frequently took me through the woods. I had to go over fallen trees, go around muddy places, and walk through rough or rocky areas. In other words, I had to solve practical problems in order to get that fresh water to my uncles and to my grandfather.



You should know that today we set up "obstacle courses" as one part of our training of learning-disabled children. In "obstacle course" training we have the child go over, under, between, and around such simple obstacles as chairs, tables, benches, etc. This sort of training is aimed at

affording a remedy for exactly the same sort of problems which I learned to solve in carrying fresh water to my uncles and my grandfather when I was a pre-schooler. How times have changed!

In many ways I did not like the tasks I had to do as a child. The work was hard for me as a pre-schooler. But in other ways I really enjoyed what I was doing. I especially enjoyed bringing fresh water to my grandfather.

What I want to underscore is that as a pre-schooler I was involved in the ongoing events of the daily life on this primitive farm. Even though many of my tasks were hard, I nevertheless had a feeling that I was needed and that I belonged. It is this feeling of being needed and belonging which is not routinely available to most children today.

In this and following issues of *Growing Child* we want to suggest ways in which your particular child can become a real part of your daily ongoing life. He probably will not have opportunities to carry fresh water to his grandfather and uncles who are working in the field. But there are other things he can do which will help him perceive patterns of family life and to find his place in the total pattern. If you can help him do this rather simple thing then you will be building the basic foundations for reading, writing, and math skills which come much later.

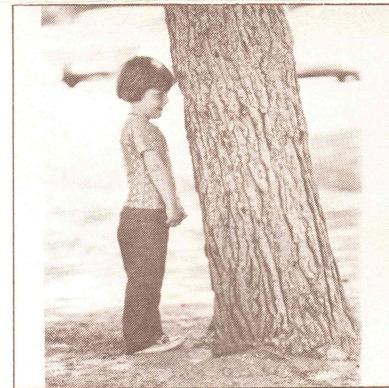
As a start, think about your three-year-old and his room. Is there a place for his toys, and does he put his toys in their proper place? Does he help you, however crudely, make up his bed each morning? Can he pour the milk on his cereal and sprinkle the sugar on it? These are only a few of the developmental questions which we will be asking in future issues of *Growing Child*. All of these questions are really trying to call your attention to the main issue: Is my child a real part of what is happening every day? And is he learning the basic relationships about what is going on out there?

Dear Growing Child

"When the quality of nearly everything is declining, it's very comforting and helpful to know there's a staff of professionals who honestly care all the time, quality caring, rather than bought caring, the kind that ends when the work day is over.

"And you answer so many of my wonderings that I'm amazed! You not only know what my child is doing and learning, you also know my questions and doubts and discomforts in all kinds of situations, AND how to help me deal with them."

Sylvia K.
Port Orchard, WA



Next Month

- The Scribblers
- Nursery School?
- Seeing, Hearing, Speaking
- Order & Structure

Growing Child

7/87

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Growing Child®

3 Years
2 Months

Nursery School?

In earlier months we discussed ways that parents may start a play group. Now let's consider the alternative—an established nursery school or playgroup.

What are the kinds of things to look for before sending Growing Child off? First, go and visit the school or several schools if there is a choice. The director will probably prefer an appointment. Select a time when it is free play which will allow you to observe the other children and still permit the director to give you sufficient attention. A good director will welcome questions and provide direct, not evasive answers as well as offer a tour of the facility, including lavatories.

While you're in the nursery school or playgroup take a good look at the equipment. While it may not be bright or new, is it in good repair and safe? Are there sufficient learning materials—large and small construction blocks, wood puzzles, pedal and wheel toys and other big equipment to permit activities such as climbing, swinging, pushing, pulling and riding on; paints and easel, glue, scissors? Are there earth materials like sand, clay, water? Is there a playhouse or corner furnished with the appropriate articles for children to play fathers and mothers? How about the book corner? Are the books large, solid and attractive or are they rejects from a garage sale? What are the children wearing? Are they encouraged to wear jeans and practical clothes to give them freedom of movement or do they appear to be dressed for a party? (The least desirable nurseries are those where children sit around in their best clothes and suck thumbs.)

Finally, how many children are there to each adult? A ratio of 1-10 or 1-12 is best. On your way out, look to see if the children need to go up or down stairs for anything. If it is necessary, observe how the director handles things. It can be dangerous when several children are on the stairs at once. Since these are your children and the preschool years are so important, there is no reason why parents should be willing to accept less than the best in nursery or preschool education.



What if there is no suitable playgroup or nursery? A substitute for friendship must be found—it is very desirable for all young children to have playmates. This is how they learn to "live" with others in the neighborhood and later in the classroom. Through relationships with others Growing Child learns to share, take turns, and become mature. Finding playmates may be a problem for rural families, those living in high-rise apartments or those whose neighborhood is void of other children. However, parents must make an effort to either take Growing Child to playgrounds, join clubs where children are welcome or invite an acquaintance with young children to tea. While it will not be tranquil to have other little ones invading

your home, Growing Child's happiness and social development are at stake. It is important to remember that since it is your home, you can set the rules, particularly which room to play in and what toys to play with. This will make clearing and putting away easier.



Seeing, Hearing, Speaking

Age three is a magic time for children, because once beyond that milestone they can tell you what they see and hear so that these two vital senses can be accurately evaluated. As a fringe benefit of this type of communication you can also evaluate their ability to speak. This is not to say that many children do not speak before age three. On the contrary, many of them, particularly girls, speak very well at two or two-and-a-half. Many boys, however, although they understand and follow directions, do not speak in sentences until age three.

Testing sight, hearing and speech between the third and fourth year is not easy but it can be done with a little patience and persistence. Vision testing can be done with an eye test "machine" that has a series of E's in different sizes pointing at objects such as birds, bunnies, boys and girls. It doesn't take long for the child to "catch on" to this game particularly when it can be practiced at home.

Hearing is tested with a set of earphones ("like the airplane pilots wear"), through which a pleasant sounding man gives instructions to point at objects such as horses, birds and dogs, on an attractively colored chart.



Speech screening takes a little more time but it too can be done by having the child identify objects or tell what is happening in pictures, repeating what the examiner says, such as: "The horse is running", "the kitty says 'meow'", the dog says, "bow-wow".

Most doctors who care for children test vision, hearing and speech as soon as the child is able to cooperate. Those who do not do it routinely have available to them different organizations and clinics that can do it at a very low cost. Parents should not hesitate to request this important testing for their three year old.



What Kinds of Parents Have Well-Developed Three Year Olds?

Research at Harvard University provides us with basic information. The parents in this study represented a cross-section of backgrounds and incomes, and they were observed in their own homes by professional observers. What did the observers report? Mothers are still very important at this age. Those who had well-developed children were confident in their child-rearing practices and enjoyed child rearing. The parents in their relationships with their children were casual and did not spend unlimited time just playing with them. However, what distinguished the time that they did devote to their children had these characteristics: They talked to their children a lot and encouraged

them to express or act out their own ideas. Discipline was consistent and reasonable, without yelling or spanking. Many opportunities to learn were offered—stopping to answer a question or read a book; allowing the children a chance to manipulate or explore with their hands in order to discover answers to their questions. Encouragement and praise were high on the list, yet the parents were not so absorbed in their children that they could not enjoy them. Finally, regardless of age, the child was liked.



The Family Orchestra

What a noisy good time you and your family can have with homemade instruments—small and large drums, sleigh bells, tambourine, woodblocks, wooden clackers or rattles, chime bars.

How to make them: (1) Use detergent or shampoo bottles and fill them with dry peas, beans, rice, macaroni, buttons or coins. Depending upon the content, you can expect different sounds from each.

(2) Bottle tops threaded onto wire hoops.



(3) Strong rubberbands wrapped around a wood frame or around a box without a lid.

(4) Garbage can lids and wood mixing spoons.

(5) Metal cake tins (in order to reduce the tinny noise, cover with nylon net or a piece of inner tubing which has been pulled taut.)

A variation is to have Growing

Child move to the music played by others. This is an excellent time to encourage imaginative movement: "Pretend you're in a knot and must wriggle out"; "make yourself into a ball and roll back and forth to the music".



Questions, Questions!

Questions are the techniques children use to find answers and to increase knowledge. In their own way they propose a hypothesis, test it and draw conclusions. Pretty heady stuff, wouldn't you say?

In an earlier issue of *Growing Child* we suggested that you answer a question with a question: "What do you think?" rather than with "yes", "no", or a flat statement. For example, when Youngster asks, "Mommy, why you suck your finger when you touch the iron?" and you reply, "What do you think?" you are making a serious and important contribution by helping the child think through an idea. On the other hand, you might have responded to the query in another way: "Mommy is testing to see if the iron is hot. If Mommy wets the finger first, it won't burn."



Contrast the two answers. In the first, the child is encouraged to ask more questions and take guesses at the answer. In the second, your statement ends the discussion.

Some young children may not

be quite ready to respond to "what do you think?" but many children will become very observant and enthusiastic about trying out their theories. Obviously it would be inappropriate to answer all of Youngster's questions with "What do you think?" Here are some other ways of generating the same mental processes: Dad: (1) "That's interesting, Sally. Do you have any ideas about it?" (2) "Where do you think it came from? Do you think it was carried here or it fell? Let's go look and find out."

We should examine our own behaviors when we question young children. Many adults seek an answer to a particular problem. Teachers frequently ask for a right answer or tests demand one choice. However, we know from experience that children learn to think creatively when they are encouraged to consider several possible solutions, that in many situations there can be several answers, that life is not black or white.

Here are more specific suggestions for activities to help children learn to think and speak more effectively.

(1) Activities which provoke creative imagination. —Let's propose that we imagine a change in one or paired parts of the body, and what would happen. For example, "What could you do with four eyes that you cannot do with two?" —Ask the child to name things that walk, things that fly, things that are green.

(2) Activities which require organization. "What would you wish for if you could have only one wish?"

"If your wish came true, then what would happen?"

(3) Activities which demand the making of theories: "What new ways can you think of to use scotch tape, shoe laces, or envelopes?" or: You tell a story and ask Youngster to make up an ending or several different endings.

(4) Activities which encourage

accuracy in observation. "What must you do to make this particular object (you select something convenient or suitable) fly, run, go around?"

(5) Activities to promote flexibility. You draw some random lines on a paper and ask Youngster to make as many things as she can out of them. —Have Youngster cut up different shapes from magazines and paste them into designs.

(6) Activities which encourage sensitivity to the environment. "Can you make yourself look like one of these—a dog, pencil, bunny, ball?" —You read a simple child's poem and ask, "What does it make you feel like?" —Ask Youngster to pretend she's a particular person or worker. Then ask what tools are necessary to do the job.



Order & Structure: Begin With Youngster's Room

Last month we talked about how important it is for your Growing Child to feel that he is a real part of what happens every day in his family. Now we want to deal with some specific ways that you can help this happen.

Let's begin with his room. There should be a certain time of day when (with a little help from mother and father) he gets his room in order. Whatever time of day will depend upon your family's routine and schedule. The particular time of day is not all that important. What is important is that the time for



ordering his room be the same time each day. For most families we think the few minutes before bedtime is best for these activities. But different families have different schedules and different life styles. So you choose the best time for all of you.

What do we mean when we say he should "get his room in order"? In general we mean that there should be a particular place for all his possessions (toys, clothing, prized collections, etc.), and that he should learn the place where each object belongs. As he learns about individual objects and the places where each object goes, he is learning basic lessons about space and how objects are organized in space. Later on in school this concept will help him learn the difference between "b", "d", "p", and "q" if he gets the space in his room organized well at this age.

Now let's get down to specifics. First of all we assume that he has a number of toys. Each toy should have its particular place, and he should learn where the place is for that toy. The teddy bear goes here, the doll goes there, the ball goes over there, and so on. What we are suggesting is that every day he should go through the ritual of putting all his toys in their proper place. And each toy should have its own special place. In this way he learns about space and how space is organized.

Another way of teaching him about space is to require him to put away his own clothing from the laundry. His socks go in this drawer, his underwear goes in that drawer, his shirts go here and his trousers go there. Let him put all these clothing items in their proper places to the extent that he is able to cope with the problems. As he solves these problems he is solving problems in space. Thus he is laying the foundations for telling the difference between "b", "d", "p", and "q" later on in school.

Our message at this point should be quite clear—we are

suggesting that you help your Growing Child to get his room organized so that he can later get his letters organized. It is as simple and as profound as that.



Singing: A Pleasant Approach to Speech Improvement

Many children at this age exhibit articulation errors—that is, they say sounds incorrectly or they substitute one sound for another. Correcting children will bring the error to their attention, but it may also cause embarrassment or annoyance. Generally it doesn't make any difference either. For example, Youngster says "wettuce" and you tell him, "it's 'lettuce,'" and he understands. But next time when you fix a salad in his presence and you say, "please hand me the 'wettuce,'" he is amused and makes a point of telling you that you have made a mistake. Nevertheless, he will still use "wettuce" as he tells you of your error.

An agreeable method of achieving your objective is to use music and songs where sounds are emphasized. The following songs are popular childhood songs for this very reason. They are easily adapted to teach the sounds which are deficient.

The Bus Song (tune: Mulberry Bush)—The people in the bus go up and down;

Up and down, up and down;

The people in the bus go up and down, all around the town.

Other verses (or make your own): The wiper on the bus goes swish, swish, swish, etc.

The brake on the bus goes roomp, roomp, roomp, etc.

The money on the bus goes clink, clink, clink, etc.

The baby on the bus goes wah, wah, wah, etc.

The tires on the bus go eek, eek, eek, etc.

Old MacDonald

Old MacDonald had a farm;
Ee-i-ee-i-o.

And on his farm he had a (cow) (or any animal)
Ee-i-ee-i-o.

With a (moo), (moo) here,
And a (moo), (moo) there,
Here a (moo), There a (moo)
Everywhere a (moo-moo),
Old MacDonald had a farm,
Ee-i-ee-i-o.



Other animals and their sounds: duck (quack), pig (oink), horse (neigh), chicken (cluck), rooster (cock-a-doodle-doo), cat (meow), bird (tweet). Phony animals and their make-believe sounds can be created to suit Youngster's needs.



Language Games & Songs

(1) Body part names and how to move each body part on command. "Hokie-Pokie"

Make a circle (mother, dad, Youngster and/or other children) and everyone faces the center of the circle in order to follow the directions of the calls.

"You put your head right in.
(Place head forward into circle)
You put your head right out
(Place head away from circle)
You put your head right in, and
you shake it all about (Shake
head back away from circle)
You do the Hokie Pokie (Raise
arms above head) and turn your-
self around (Turn around in
place), That's what it's all about
(Clap hands 3 times)."

Variations of body parts:
Leg, arm, hand, elbow, knee,
foot and tummy.

(2) More use of the body;
again each of the body parts



must do the same thing, "shake", "put in", "put out", "turn". It's called the "Loobie-Loo".

"Here we go Loobie-Loo,
Here we go Loobie-Lie,
Here we go Loobie-Loo,
All on a Saturday night.
I put my right foot in, I take
my right foot out, I give my
right foot a shake, shake, shake,
And turn myself about.
(Repeat first stanza).

I put my left foot in, I take
my left foot out, I give my
left foot a shake, shake, shake,
And turn myself about."
(Continue for the right hand,
left hand and whole self).

Children of three do not often discriminate "right" from "left". Consequently don't make an issue of their errors when "right" is substituted for "left". The objective, at this time, is to provide practice for each limb.

(3) Counting and matching the number word to the number of fingers—"One Little Duckling".

"One little duckling, yellow
and new (hold up one finger);
Had a fuzzy brother and that
made two (hold up two fingers);
Two little ducklings and now
you can see, They had a little
sister and that made three (hold
up three fingers).



Four little ducklings went to swim and dive (hold up 4 fingers), they met a little neighbor and that made five (hold up 5 fingers). Five little ducklings, watch them grow, they turn into five big ducks, you know."



Nothing in Life Is One Hundred Percent

We recently had some very interesting letters from a mother on the West Coast. Her latest letter had this postscript:

"Biographical footnote: I was a 4 lb. premature baby; I sat up at 9 months, walked at 17 months and yet talked at 9 months. I never crawled. To this day I have trouble with right and left (I have to say 'I pledge allegiance'....to tell which is left!). However, I never had reading or educational problems. I am for this reason particularly intrigued by your ideas and by the problem of educationally-handicapped children in general."

In response to this "biographical footnote" we want to face one issue squarely. This particular mother, according to our theories, should have had serious problems in reading, writing, spelling and math. And yet she reports that she did not have any problems in these subjects. Let's face it: she had serious developmental problems in some areas, but she still did well in school. Moreover, from her style of writing it is obvious that she is quite intelligent, writes very well, is highly articulate, and demonstrates absolutely no problems in learning disabilities.

Her case history seems to say that everything we are telling you in *Growing Child* is not true at all. Our first reaction is that we should give her a sharp kick on the shin because she spoils all of our beautiful theories. But this is not the answer.

The answer lies mainly in the simple fact that nothing in

life is one hundred percent. The things we tell you about in *Growing Child* each month apply to most children, but they do not apply to all children. In writing for *Growing Child* we are writing about typical groups of children. It is impossible for us to write about what applies to each individual child. And let us say this loudly and clearly: any individual child is never exactly like the group. You, as parents, will always have to take everything we say with a grain of salt. You must deal with your own child as the very special individual she is, regardless of the group standards we describe. In other words, you must learn to "play it by ear" as you deal with your very special child.



The Scribblers

The scribblers just can't help it. They've just got to close their fist around that fat black crayon and scribble—around and around, in huge arcs, angular zig-zags, blurs, blobs—on your bedroom wall.

Scribbling may look like useless nonsense to you, but there is some sense to it. When children learn to stop arm movements in time, those big circles become a face. Tight round scribbles make eyes, looser ones make curly hair. Sweeping lines stop short for arms, fingers, mouths, spiky hair. Pounding, when it becomes less violent, makes pretty dots of snow, gentle raindrops. Scribbling gives birth to drawing—and writing too.

But it's hard to know what to say to Youngster when you're presented with a work of art. "That's very nice" sounds as phony as it is. "What is it?" is embarrassing since Youngster probably doesn't know either. How about "My, what a big scribble that is!" or "Why, the whole paper's covered with a scribble!" or "I really like purple scribbles" are fine—honest,

appreciative and gracious.



Swallowing Things

All children put things into their mouths and sometimes they swallow them. What they put into their mouths and swallow varies with the age. As soon as they can use their hands to pick up objects they will put them into their mouths as a way to examine them. When they are toddlers they purposefully and out of curiosity or imitation open cabinets, drawers, and medicine bottles—frequently getting into dangerous poisons. By age three or four, however, they are putting objects into their mouths for no apparent reason and swallowing them. These objects include coins, buttons, marbles, sucker sticks, gum, rocks, beads, etc. There is a great deal of concern over this and numerous unnecessary emergency room visits are made. Most swallowed objects, even some unusual ones, will pass through the stomach and bowel with no problem. The only ones which should be of concern are those such as pins (particularly open safety pins), needles, and large, jagged pieces of plastic or metal. Even many of these pass through with no problem once they make it past the throat and through the tube that leads to the stomach.



It's For the Birds

Wherever you live—in a house in the city, an apartment in the suburbs or on a farm, there's one kind of wildlife that's always around for you and your child to watch: birds.

Birds, with their different colors, shapes and sizes, bedazzle toddlers. Three year olds are delighted by their chirpings, tweetings and jumping around. Six year olds are intrigued by their flight and flight patterns and the whole idea of migration. In other words, there's something about birds that can

dazzle, delight and intrigue almost everybody, Mom and Dad included.

If you live in the city and go out with bread every day to the same spot, pigeons will learn your schedule and cluster to your feet for crumbs. What a thrill for Youngster! If you sprinkle birdseed on your windowsill or hang a coffee can feeder in your yard, sparrows will certainly spy their breakfast. (In the winter, tie a piece of suet to a string for hungry visitors, or smear peanut butter or bacon fat into the crevices of a big pine cone hung out the window.)

Keep a copy of a simple bird book handy, one with clear, colorful pictures. A good but inexpensive one is Zim Gabrielsson's Birds: A Guide to the Most Familiar American Birds, (Western Publishing Co.). At first the birds will just be colors and shapes to your child, moving almost too fast for him to follow. Gradually he'll notice the sounds they make. He'll begin to recognize the same sounds and colors, shapes and sizes as they keep returning. Help your child discover the birds he sees among the pictures in the bird book and learn their names: The sparrow, the pigeon and the bluejay are very common and easy to identify. Youngster's birdwatching will grow along with his perception from the very simple to the more complex.

Caring for a living thing is every child's dream. Feeding wild birds will take him a practice step toward the responsibilities of having a pet of his own.



Scratches, Cuts and Lacerations

Scratches are an everyday occurrence with young children. In most cases they are painful and need only to be gently cleansed with soap and water. An antibiotic cream can be purchased without a prescription and used to prevent infection. Cuts or deep scratches usually

go through the first layer of skin and are sometimes deep enough to require some type of procedure to bring the skin edges together. This is necessary to prevent infection and excessive scarring. Not all cuts need to be sutured, however. If the cut is 1" or less in length and is clean and the skin edges are only 1/8" or less apart, a butterfly closure can be used to tape them together. These closures are available at the drug store and are packaged so that they are sterile. They look like this:

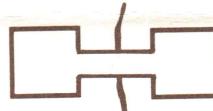


They are used in this fashion:

- 1) Cleanse injury and apply one end of butterfly.



- 2) Pull skin edges together and apply other end of butterfly.



Sometimes 2 or 3 butterflies are necessary. The butterflies must be left on for at least five days. They should be covered with a band aid or other sterile bandage.

The cut should be checked daily for signs of infection (redness, swelling, drainage, etc.) Call your doctor if these occur or if you cannot maintain the closure of the wound following instructions given above. The tetanus immunization status should be checked to be sure that a tetanus booster is not needed. As a general rule, if a child has had the basic baby immunizations (DPT) and a booster within five years, and the wound is not unusually dirty, no booster is needed. If, however, the wound is dirty and/or more than five years has elapsed since the last tetanus booster, a physician should be called in for advice.

("Sprains, Dislocations and Fractures" will appear in month 42.)

Dear, Growing Child

"As I am a librarian I have had the opportunity to read and circulate much child related material. Your "Growing child" is one of the best! Thank you!

"It was a gift from our daughter upon the birth of our beautiful granddaughter. Though we are separated by miles-your publication brings us in touch with her."

Erma H.
Collins, OH



Next Month

- The Rule of Three
- Preparing for Numbers
- The Creative Playground
- Seeing the Solution

Growing Child®

3/86

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22 N. Second St., Lafayette, IN 47902

Growing Child®

3 Years
4 Months

Let's Pretend

The increase in language ability is the most significant development that has taken place in your Youngster. At 40 months she is almost exploding with words. And along with the development of language comes imaginative play.

Whether your child is playing alone or with a friend, in her playroom at home or in the doll house area of a pre-school program, role playing or imaginative play is becoming an important part of her life. Perhaps you have overheard your little girl and her playmate having a tea party and assuming the roles of mommy and her friends. Or how many times have you walked past your Youngster's room when he was alone and heard such monologues as: "Vroom... vroom... hurry to the fire! Get out the hoses, men." In the months—even years—to come, your child will be mommy and daddy, baby and big sister, doctor and nurse, fireman and policeman—all the people with whom he or she has come into contact. And whether boy or girl, it makes no difference which role they assume at this young age.

Role playing serves many functions for your child at 40 months. Sometimes we hear parents complain that all their child does is pretend. Role playing is not wasting time, however, but a very important step in growing up. For one, although at 40 months Youngster is becoming increasingly aware of the world around her, she is still basically an egocentric individual. And according to Jean Piaget, the noted Swiss psychologist, "one of the functions of symbolic play is to satisfy the self

by transforming what is real into what is desired." The child remakes her own life as she would like it to be. She relives all her pleasures...resolves all her conflicts, and above all completes reality by means of fiction.



Secondly, symbolic or imaginative play is one of the ways in which Youngster incorporates all that she is learning. Youngster no longer sees things the same way she did when she was a toddler. She is forming a new concept of herself and a new awareness of the world around her. In order to assimilate or absorb all these new ideas and get ready for the next stage of development, she must act out repeatedly what she sees and hears, what happens and what she imagines to happen. It is well to remember that at this age it is difficult for Youngster to always distinguish between fantasy and reality. (This is one reason why nightmares seem so real or why some children suddenly need a light on at night.) Her imaginative play helps her to test reality.

In addition, role playing provides a positive way for your 40-month-old to act out her fears and fantasies. One teacher observed a boy in school who

for three years had been the "baby" of a large family. When the new baby arrived at his home, he spent a week playing the role of mommy and pretending that one of the school dolls was his new sister. "Bad baby," he would say. "Go to bed now, you bad baby or I will spank you." Then he would spank, spank, and spank again. He knew very well that he could not hit his baby sister, but by having an opportunity to play out his feelings and fantasies, he was able to master emotions which could otherwise overwhelm him.

It has been said that play is the work of children. Children learn through play. Dr. Bruno Bettelheim of the University of Chicago refers to this age as the "play age par excellence." He says, "Never again will imaginative play be as important as at the nursery school age."

How do you encourage imaginative play? We at *Growing Child* believe that imaginative play is indeed a very important part of growing up. You can create an atmosphere where your child feels free to "pretend" primarily through your words of love and encouragement. You can also provide her with toys she likes to use in her imaginative play. These are generally simple ones: hats, telephones, dolls and dishes, cars and trucks, nurse and doctor kits, fire engines and firemen. They need not be expensive, but as you will notice, your child at 40 months enjoys things that can be used in a variety of ways...ways that she will discover for herself. In addition, we suggest that you read to your child every day. Good children's books stimulate her

imagination and expand her ideas. And since your child is not only a keen observer but a delightful companion at this age, she is ready to travel with you well past the confines of her home and yard into the neighborhood of an ever-widening world.



Listen Closely

At 40 months growing children are still developing their ability to make all of the sounds and sound combinations in their speech correctly. There are still some children who may have enough trouble to make communication difficult. At this time we want to encourage an abundance of speech rather than precision in speech. However, there are two fun ways for children to improve their sound making without it becoming an issue. These are listening or ear training and practice in talking. Here are some specific suggestions that you can use to help your children:

First we must make the point that before children can hear the differences in speech sounds, they have to listen and pay attention to the differences in all kinds of sounds. Therefore, let's begin with the introduction of concepts "same" and "different", or "not the same."

Select two grossly different sound-makers such as whistle and drum or xylophone and clacker. Tell Youngster, "Listen to these sounds and tell me if they are the same or different." (You then sample each.) Reinforce Youngster's correct response, "Yes, you're right—they are not the same, they are different!" Next, increase the complexity by asking Youngster to turn his back or wear an eye-cover. Now the decision of "same" or "different" will be made exclusively by listening. When the accuracy reaches 5 out of 5 trials, you're ready to move on to other sounds, speech

sounds.

Meanwhile, call attention to the sounds in the world around us—automobile brakes and horns, whistles, as well as the more subtle sounds of the heating or air-conditioning systems, refrigerator motor, exhaust fans. Play guessing games of "what makes that sound?" Have Youngster shut his eyes and identify what he hears.

When you start with speech sounds, select those which are very different just as you did when you chose sound-makers. Tell Youngster, "Listen to these sounds: 'aaaaa' (pause), 'sssss.' Are they the same or different?" (It is preferable to concentrate upon the sounds which the alphabet letters represent and not upon the letters' names.) Be sure to reinforce the correct response, "No, they are not the same, they're different." Now it's time to introduce a decoy. "Listen, are these the same or different, 'chchchch' (pause), 'chchchch'?" Again reinforce the correct answer, "Yes, they are the same. I didn't fool you, did I?" As soon as Youngster can tell the difference in the sounds, increase the challenge by choosing sounds that are more and more similar. Variations in pitch and loudness may also be used.



The Working Mother

Prior to World War II a mother worked only out of "necessity." That "necessity" was widowhood, divorce, or a husband unwilling or unable to support the family. These are no longer the major reasons for a mother working outside the home. Now she works because her income is needed to maintain the family's standard of living or she is interested in developing a career outside the home.

In times past when the mother left the home for work, the rearing of the children suffered a great deal. This was largely due

to the fact that there was no one as capable as she to care for the children. Many times the



children were left alone to "look after each other" or were put into the care of a willing-but-overworked grandmother or maiden aunt. Seldom did the mother make enough money to pay for a competent babysitter or nursery school if indeed such were available. In those days mothers felt guilty about having to leave their children. They were made to feel even worse by well-meaning but tactless relatives and friends who reminded her that "the mother's place is in the home."

Unfortunately, although times have changed greatly, some of the guilty feelings still crop up. And there are still people who shake their heads ominously when a mother announces that she is going to work outside the home.

Today's working mother, however, can eliminate the guilt-producing factors by following a few simple guidelines that could be called:

Conscience-Easers for the Working Mother

1. Make sure your employer is sympathetic to the needs of working mothers—allowing for reasonable time off to take care of sick children—perhaps taking some sick leave for sick children care.

2. Make the best child-care arrangements possible by getting reliable references and doing the following:

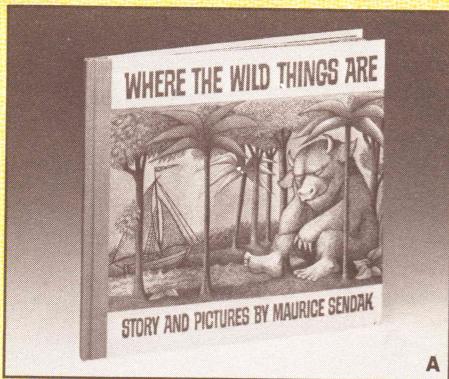
Play Things



3 years 4 months

Growing, Changing, Learning

Making the most of your child's third year



A CLASSIC Caldecott Medal
Where the Wild Things Are,
by Maurice Sendak.

This is the classic story of a make-believe world that a boy named Max chooses to visit when his mother is displeased with him. In this world, Max is ruler over the "wild things," but readers are reminded that our true loved ones exist only in our real lives.

This story lets your child know that it's okay to pretend about imaginary places and situations, providing an enjoyable "escape" from the routine of everyday life. It's a fantasy that could only be found in the deep, magical imagination of a child.

Maurice Sendak is a renowned author/illustrator of children's books. One of his most popular titles, this book has received over 15 awards, honors, and recommendations.

Hardbound, 10" X 9 1/4", full color, 20 pp.
3-6 yrs.
RO324 \$12.00

As you've seen over the past three years, our playthings have gradually changed along with your child. From items designed to build eye-hand coordination and small muscles—to items inspiring creativity and imagination—to those playthings that challenge the mind and thinking abilities.

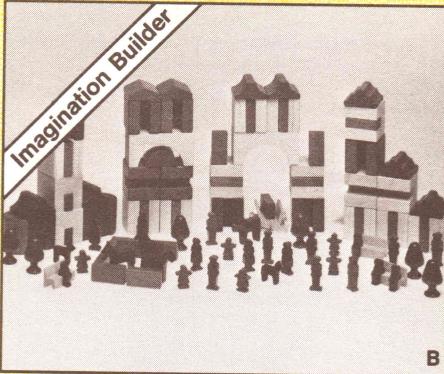
Children get bored if there isn't "anything to do"—they need materials that spark their interest or offer new experiences. Your child is more in control of what she's thinking and doing now; she wants to learn new skills and enjoys using them. She's ready for playthings that incorporate problem-solving and a sense of order and structure—and she loves the fun of pretend-play!

A child is only a child once, and the time passes quickly. The books, records, and playthings we're offering here were chosen because they complement and assist the needs and developmental challenges of your "growing child," to make the very most of these formative years.



Shop By Phone 24 Hours A Day!
(317) 423-2627

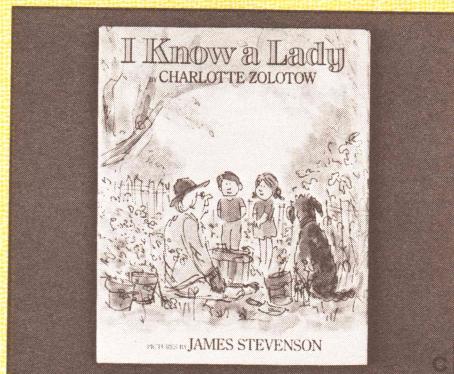
Phone ordering by credit card only • For Customer Service, call (317) 423-2624
To pay by check or money order, please use the enclosed merchandise order form.



B **Storybook Village**
Super quality makes this 105-piece play set a super value! With all the colorful building pieces, your child can create unlimited designs for houses, buildings—a whole village waiting for him to add magic and life with his imaginative play.

The accessories, (people, trees, and animals) make the set even more versatile. The wide assortment of pieces allows your child to build a different scene each time. The large quantity promotes ingenuity and adds variety to Youngster's play.

Pieces are brightly colored satin finish hardwood. 3 yrs. and up.
RO962 \$28.00



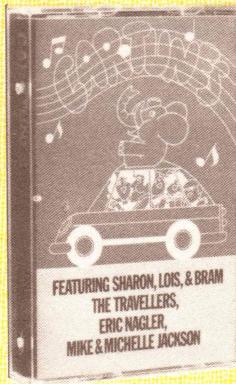
C **I Know a Lady**, by Charlotte Zolotow.
Illustrated by James Stevenson.
When you were little you might have known someone like the lady in this book.

To the young child, adults are often perceived as mysterious people, with rules and regulations for almost every situation. This exquisite book bridges the gap between young and old, to show the warmth and happiness that can come from a friendship between children and an adult.

Whenever you see this lady, whether she's working in her garden, giving out candy apples at Halloween, or just waving at the children as they go by, she makes the young ones feel special.

A cozy book that makes a perfect present—to give or to keep for your child's library.
Hardbound, 8 1/4" X 10", full color, 24 pp.
3-8 yrs.
RO363 \$11.75

For Your Shopping Convenience
(317) 423-2627
 24 Hours Every Day



D **Car-Tunes**, by Sharon, Lois, Bram and friends.

A front-seat solution to back seat boredom! This tape helps get rid of feelings of "When are we going to get there?"

This is one children's cassette that parents will also enjoy. The songs are funny, upbeat and well-performed. There's just the right amount of variety to keep everyone entertained.

Whether you're in for a long car trip or sitting at home on a rainy afternoon, this music will brighten up your day and help pass the time.

17 songs. All ages.

RO773 Cassette \$8.50

requirement for almost every learning experience your child will have. This comprehensive collection of 284 fingerplays includes most of the familiar ones as well as dozens more.

A bonus: fingerplays help to pass the time on those days when your youngster has to wait "just a few minutes more."

Paperback, 8 3/4" X 11", black and white, 96 spiral bound pp. 3-6 yrs.

RO234 \$9.00

G **Mr. Mighty Mind**

Here's a plaything that encourages independent thinking and discovery—and that's why it's called **Mr. Mighty Mind**!

The design cards and wood tiles in assorted shapes, sizes, and colors lead Youngster through a sequence of learning activities, for individual or group play. Your child matches the pieces to the cards and rearranges them into pictures.

Grouping these small shapes into larger designs is a perceptual preparation for reading—grouping individual letters into words, and words into sentences.

30 design cards, 32 wood shapes. 3 1/2-8 yrs.

ROR12 \$10.50

H **Four First Games**

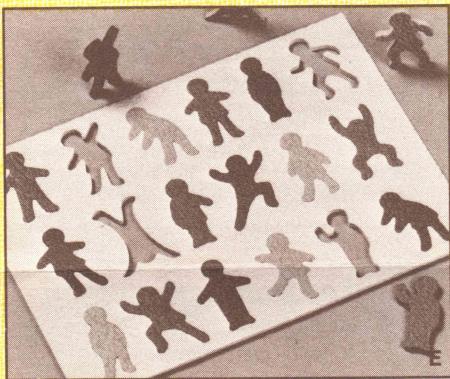
With this one item, your child gets a variety of fun-filled games to play. Included are four colorful board games with simple rules your child can follow because no reading is required.

"Round About the Castle," "Bird Game," "Sausage Snapping," and "Flower Game" make for great amusement and each one strengthens color and picture recognition. Games such as this help your child learn to play fairly with others.

A wonderful family activity for 2-10 players, more than worth the price.

Two double-sided boards, each 12 1/4" square. 3-8 yrs.

RO951 \$14.50



E **Kids Puzzle**

Eighteen children dance, run, and play in this perception puzzle. The shapes are quite similar, so Youngster will need to use keen observation to replace the pieces in the frame.

This kind of activity helps your child acquire the skills necessary to recognize the subtle differences in our world, and especially in learning similar letters such as p and q, b and d.

It's also fun to stand the figures independently and use them in imaginative play.

This creative Lauri puzzle is made of unbreakable, washable, crepe foam rubber to last and last through lots of rigorous play. Lost pieces replaced.

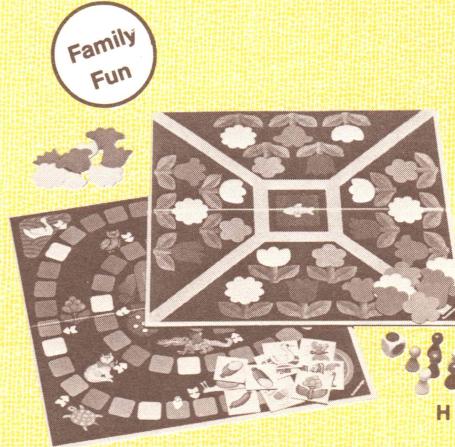
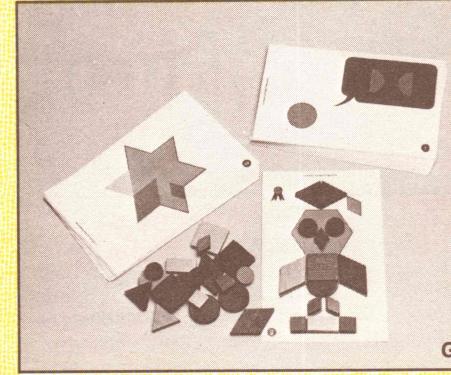
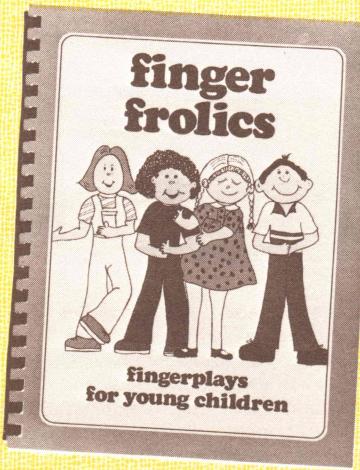
8" X 11 1/2" frame. 3-6 yrs.

RON4 \$5.50

F **Finger Frolics**, compiled by Liz Cromwell and Dixie Hibner.

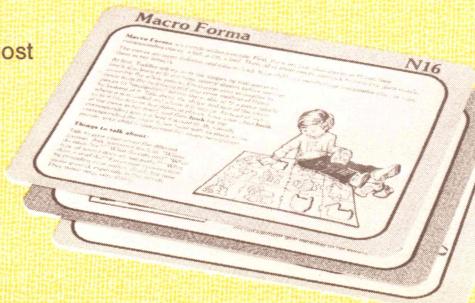
You are your child's first and best playmate. Fingerplays are a great way for the two of you to have fun together while you're helping your child develop language—and they're an excellent exercise in communication.

They also require participation, a key



Toy Cards

A special bonus you'll receive with most Growing Child toys is our exclusive **Toy Card**. These cards help you get maximum play value from every purchase by suggesting games, new uses, and adaptations to hold a child's interest longer and stretch your toy dollar further.



Our Guarantee

Our Guarantee is simple! We promise 100% satisfaction or your money back, anytime, for any reason. We want you to be completely satisfied with everything you get from Growing Child. All Growing Child Playthings are sturdy, safe, and non-toxic.

a. Try to get the baby sitter to come to the home. This keeps the child in his familiar surroundings and allows you to economize by offering "free" board to the sitter in exchange for some house-keeping chores.

b. Carefully inspect the facilities in the sitter's home if you must use an away-from-home arrangement. If you choose a day-care center make certain that it has a current valid license.

c. Give your sitter specific instructions when and how to contact you as soon as the child becomes ill or has an accident. Make emergency equipment, telephone numbers, etc., readily available. Discourage the sitter from "waiting until Mom comes home" to notify you of illness. Such waiting compounds the problem since the doctor frequently has completed office hours and may be at the hospital or enroute home.

3. Allow for some quiet, intimate time with the child each day. Avoid rushing home, rushing through supper, and rushing him off to bed. This may mean staying up later to do some housework but it will be worth it to you and your child.

4. Keep at least one of the weekend days for the family to be together.

5. Use some of that "extra" money to enrich the family life—entertainment, vacation, recreational equipment, etc. This will make a positive impression on your child and some disbelieving friends and relatives.

By following these conscience-easers most mothers can combine a career and motherhood and feel good about it.

Reading Begins at Home*

*This article was originally prepared and distributed by the Missouri Department of Education. It was reprinted as a public service through the joint efforts of Field Enterprises Educational Corporation, and by the American Library Association.

While all of this material may not apply to your child now, it does include many objectives of *Growing Child*. The ideas presented are very important and we feel it is worthwhile reading for you.

"Did you know that 50 percent of intellectual development takes place between birth and 4 years of age?

That means that parents are important teachers. You provide the foundation of your child's learning skills right within your own home. You can shape the course of your child's educational future by the quality of learning experiences you provide before he or she ever goes to school.

Here are six watchwords designed to help you make the most of your child's early learning experiences:

LISTEN: Listen to your child. Pay attention to what he or she is saying. Call attention to sounds. Listening and attaching meaning to sounds are essential skills that must be acquired before a child can read or succeed in a classroom environment.

SPEAK: Talk with your child. Direct conversation to him or her from infancy. Help your child



learn to distinguish sounds and imitate them.

Take a walk together. Talk about the things you see and hear. Help the child classify objects as you see them: foods, plants, farm animals, birds, etc.

Sing to your child. This teaches enjoyment of music and rhythm.

READ: Read to your child every day. Make reading seem enjoyable. Then it will be a skill he or she will want to acquire. Let the child choose a favorite book or story to read. When you read stories, stop in the middle and ask your child what will happen next. Talk about the pictures. Have your child point to objects in the pictures.

When your child is old enough write down words as he or she says them. Let the child know that printed material is really "printed talk."

Take your child to the library. Let him or her see books there. Buy books that "belong" to your child. Provide a place for your child's books at home.

Remember, if the child sees you reading, then reading becomes something useful in his or her mind.

MOVE: Help your child roll over, crawl, stand and walk. This develops muscle control. Let your child explore. Provide safe play objects such as boxes of different sizes, blocks, scraps of cloth with different textures, spoons and pans.

Through these experiences, you can help your child learn such concepts as wet, dry, soft, hard, inside, in, under, over and other concepts of order such as first, second, third and so on.

INTERACT: Help your child learn that he or she is a part of a family group. Include your child in planning family activities. Give encouragement and praise when it is merited.

GUARD: Control your child's television viewing. Search

out better TV programs for children and share them with your child. Talk about the programs. Correct any misconceptions that may have developed from the programs.

IF YOUR CHILD IS ALREADY IN SCHOOL: If your child is already school-age, your role as teacher is still great. To make sure that your child gets the most from his learning in school here are some things you should do:

Visit your child's classroom and ask the teacher how you can help;

Give your child the chance to read out loud the materials he or she brings home from school;

If your child is having trouble in some area, learn the skills he or she is having trouble with so you can help; Provide a place for your child to study in comfort; Visit the classroom from time to time to check progress and to show your interest.

WARNING: Do not nag your child or try to pressure him or her to achieve.

Do not forget to praise the accomplishments your child makes.

Do not compare your child's achievements with those of any other children. He or she has the right to be an individual, not a carbon copy of an older brother or sister.

REMEMBER: Your child's success in school depends on how he feels about going to school. You should help your child develop a good attitude towards school. You should teach him or her that it is a place where he will be happy and will learn interesting things.

How well your child does in school is greatly dependent upon what you do before he or she ever enters the doors. You as a parent are the first and most important teacher your child will ever have.



Eggbox Problem

This is a game of solving problems. Get an egg carton. Choose a dozen of these little things and put one in each compartment.

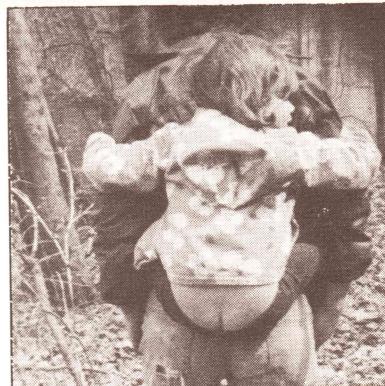
1. A rubber band.
2. Threaded needle.
3. Bit of cloth.
4. Paper clip.
5. Button.
6. Bit of paper.
7. Piece of string.
8. Pipe cleaner or wire.
9. Cut-off piece of a straw.
10. Stick of chewing gum.
11. White glue.
12. Safety pin.
13. Bottle cap.
14. Cork.
15. Piece of elbow macaroni.
16. Feather.
17. Toothpick.
18. A piece of cardboard with one slot cut in it.
19. A bandaid.

The problem is: Attach each of these objects to at least one other object. Think about it—the ways are infinite.

Dear, Growing Child

"I have never written and complimented an editor before but your magazine is outstanding. My husband and I are college graduates in elementary teaching plus have teaching experience, and find your material very useful with our 4 mo. old baby and 3 year old girl. Also, it is good to have a chance to purchase well made educational toys. I will certainly recommend you to my friends."

*Martha G.
College Place, WA*



Next Month

- Fear
- Color Blindness
- Attention-Getters
- Order and Structure

Growing Child®

7/87

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Growing Child®

3 Years
5 Months

Fear

Children between three and four years of age may exhibit a variety of fears, but most of them are "visual" —things they can see or cannot see such as the "bogeman", old and wrinkled people, animals, the dark. Here are some do's and don'ts for this age group.



Don't: Criticize or make fun of him.

Shame, force or pressure him to confront the thing which is feared until you know he is ready.

Place blame for the fear—on yourself or the child.

Feel it is bad or unnatural for children to have some fears.

Do: Respect his fears.

Assist the child to gradually become accustomed to the fearful situation. This means getting acquainted with what is feared while still "protected" by you.

Examine the fear or fears; then try to avoid exposure to them for a while.

Realize that the child will outgrow them. Meanwhile, allow a reasonable period of withdrawal from the situation before you re-expose him.

Nursery School, Play Groups, Day Care

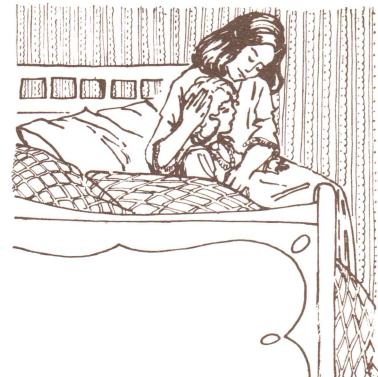
Between the ages of 3 and 3½, Youngster is ready for active relationships with other children. In a more formal fashion than the front and back yard play, the organized group experience offers new challenges and friends with other youngsters.

Whether you choose nursery school, play groups or day care depends upon you—the decision is personal and individual. We hope we've given you enough information about each in previous issues to make the best choice for you and Youngster.

As our country's economy changes and as the quantity of one-parent families grows, more and more women are being compelled to enter the work force. The opportunity to use grandparents, aunts or other relatives for help in child care is fast disappearing. Domestic help is even less available. What does a family do when child care is needed?

There are two options: care in the home of another family or care in a center. A recent study involving parents who used centers suggests that convenience is the primary reason for selecting one center over another. Parents in this study were really more concerned with meeting their own needs than those of the children. Only a minority of these parents placed emphasis on the quality of care. These factors are sufficiently persuasive to encourage employers to locate centers on their own properties—in office buildings, factories, hospitals. It is not a new idea: Maria Montessori introduced the concept to Italian industrialists more than 75 years ago. In certain sections of this

country labor unions such as the Amalgamated Clothing Workers sponsor day care centers for their members.



What are the advantages of each of these day care services? Family day care can offer support to children from infancy to kindergartners. The hours that a particular child is present may be tailored to suit the work schedules of both parents, and sick children may be managed easier than in a center. In a Portland, Oregon project called The Day Care Neighbor's Service, neighborhood women interested in family day care were recruited to set up a service and then were provided with social service consultation and help with learning to use effective child-rearing practices. The neighborhood women, in turns, recruited other caregivers. According to a current researcher, offering consultative services to caregivers does more to improve the quality of care than the usual licensing requirements.

In a day care center it is probable that the staff of teachers, aides and other caregivers will have some formal training and experience in the management of young children. Because of the larger number of children there will be more op-

portunities for grouping children into learning activities. Many centers encourage or demand parent involvement—serving on advisory boards and making policy decisions; assisting in the teaching; fixing meals and purchasing or repairing equipment.

As a parent about to choose day care the following questions may help you choose family care or day care center: Are the children allowed to explore, to initiate play, to investigate, to be creative? Is there a sufficiency of proper materials and toys? Is the building safe? Do the adults provide the kinds of activities which enable the child to feel independent and confident? Are the rooms drab, dark, dreary? Is the diet nutritious? Are there enough physical, social and intellectual challenges? Is there provision for emergency medical care?

In countries with a longer history of day care service to young children, the indications are that good child care can be obtained in either type of setting.



TV and Child Creativity

(Excerpted from *Behavior Today*: August 27, 1973; Vol. 4, No. 31)

TV may help increase children's vocabularies and supply them with facts, but it seems to have a dampening effect on creativity. For his doctoral thesis at the USC School of Education, Stanley Stern divided 250 intellectually gifted Southern California fourth-, fifth-and sixth-graders into seven groups. Six were asked to watch certain types of programs exclusively and regularly for three weeks: cartoons, educational TV, sports, comedies, dramas and "everything." The seventh group received no special instructions about watching TV.

Stern gave the children creativity tests before the experimental period and after. Only the seventh group showed consistent improvement, while the other

six showed a notable decrease in all areas of creativity except verbal ability. Cartoons had the worst effect across the board but even educational programs decreased the children's creativity scores.

Stern quoted some statistics which emphasize the potential problem implied by his findings:

The average American child devotes more time to TV before entering first grade than he or she will spend in school during the first six grades;

By the time a student is 18, he or she will have spent nearly two years in front of the tube.

Stern speculated that the passive nature of TV viewing is an important factor in its effect on creativity, especially if TV becomes a substitute for socializing with other children or adults. "It is the act of engaging with living people," he believes, "that promotes intellectual benefits."

Stern, an elementary school teacher in Los Angeles, worked hard to eliminate passivity from his classes. The children in his combined third/fourth grade class last year completed each week's work in four days, leaving the fifth day free for trips—45 of them during the school year.

Since the Board of Education had no money for trips, Stern relied on the children's parents to provide cars and drivers. The trips tied in with whatever the class was studying. If it was food, the class went to a farm, a wholesale produce market, a supermarket. If the subject was transportation, they rode a train,



went on a bus, took a bicycle trip, visited a local airport. For art and culture, they visited art museums, a library, the ballet.

Stern's basic idea was to get the children involved in the real world, interacting with real people and real places, not just reading about them. "How long," he asks, "can a child be expected to be fascinated with follow-up material that deals with experiences he has never had?"



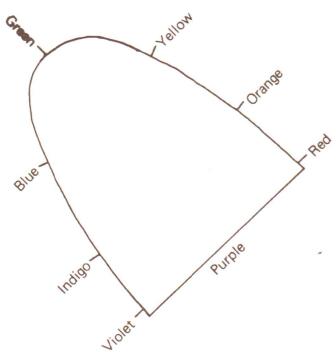
Color Blindness

Parents often write to *Growing Child* asking about color blindness. Now is a good time to talk about problems of color vision because Youngster can be expected by now to know most of the major colors. "What if Youngster forgets the names of colors or confuses one color with another? Is he color blind? If my father was color blind, will my son be too?" We will try to answer these questions in this section. While color is not the easiest thing to explain, if you can manage to stay with us for the next several lines, you will be the neighborhood expert on color vision as well as understanding a condition that may have been mysterious to you or even afflicted some of you dads.

First of all, only a very few people are completely color blind, that is, seeing everything in just black and white. Most color blindness, as we know it, is simply a disturbance of more normal color vision. This will be clear after we see how normal color vision works.

Among the light sensitive cells in the retina of the eye are some cells that are especially sensitive to red light. Others pick up green light most readily, while a third kind is specially tuned for blue. Within each color, the cells have different sensitivities. Thus for blue, some cells will be activated only by a bright blue light, while others can be set off by a weak blue light as well as a bright

one. Since most colors are mixtures of two or more of these basic colors (light mixing works a little differently than paint mixing), the red, green, and blue cells will fire in numbers proportional to the strength of each color in the mixture and a color of a certain kind will be seen. Or if the color is very pure and not a mixture, it will activate the different cells in proportion to its closeness to them on the color wheel. Thus orange, which is between red and green on the color wheel but closer to red, (see the illustration) will cause more red cells



to fire than green ones, and the brain will see the resulting effect as orange. This is normal color vision.

Now comes red-color blindness, the only kind of color deficiency common enough to be worth talking about. It affects one out of every twenty boys but only one out of every two hundred girls. In red-green color blindness, either the red sensitive cells or the green sensitive cells are fewer in number or are completely absent. This causes a difficulty in telling the difference between colors lying along the right half of the color circle, between green and red. If the red receptors are missing, the colors red and orange may appear as only slightly different shades from green. Sometimes only a difference in brightness will be seen. If the green receptors are missing, such colors as green and yellow will look very similar to red. But in either case the colors along the left (blue) side of the color wheel are easy to

distinguish from each other and from those on the opposite side of the wheel.

Thus if Youngster, especially a boy, tends to confuse reds and greens with each other but not blues and yellows, he may very well have a red-green color deficiency, particularly if there are other cases of color blindness on Mother's side of the family. But to be sure of this you must test him the right way. He may give you a deceptively right answer if you point to grass or a stoplight and ask him their colors. This is because he may already have learned from conversation or from your teaching that grass is "green" and the stoplight (upper light) is "red". And he will make it a point in the future to learn the color names of constant colored objects to disguise his difficulty and avoid ridicule from his friends.

While it is hard to test a three-year-old with great accuracy, one way to gain a rough idea of Youngster's color discrimination is to gather a number of small objects having the colors red, green and blue. Then ask him to put objects together in the same pile if they have the same color. You may have to give him two things to begin with and ask him if they are the same color. Place them together or separately according to his answer, then ask if a third object is the same color as one of the piles already formed. Continue this way until all the objects have been sorted. If he clearly makes three piles, his color vision is probably normal, even if he has difficulty remembering

color names or using them correctly. If he makes only two piles or has three or more piles with mixtures of colors in any pile, he may have some degree of color blindness. However this is not necessarily a foregone conclusion.

The best way to make sure whether or not there is a color deficiency is to have Youngster take a color test given by an optometrist or ophthalmologist. The doctor has a set of color testing plates of a type you may have seen before. Each plate requires the child to trace with his finger a number or geometric shape formed by small colored dots. This shape is set in a background of other dots having different colors. But the background colors may look the same as those of the shape if the child is color blind. If so, he will not be able to see the shape against the background. However, many normal children will have trouble seeing the figures on the harder plates, and the doctor must make the decision as to whether there is probably a real color deficiency.

Some knowledge of the family history will also help in determining whether Youngster may have a red-green color blindness. You will remember that boys are much more likely than girls to be color blind. This is because a girl can be a carrier of color blindness without actually being color blind herself. If so, she will pass a gene for color blindness to some of her sons and they will always be color blind. A boy cannot inherit color blindness from his father, only from his mother, who could be color blind but is more likely to be a carrier. Lots of women are carriers, but the only way a girl can be actually color blind is to get an extra strong "dose" by having a color blind father and a mother who is at least a carrier. And that is not too likely. But if Mother's father or grandfather was color blind, it increases the chance that she may be a carrier and thus possibly



have a color blind son. So the men on Mother's side of the family are the ones to check.

If Youngster turns out to be color blind, what then? Unfortunately, there is no treatment for color blindness. It is just something that has to be lived with. But simply being aware of the fact will save you and Youngster some frustrating moments when he shows confusion of colors that he could normally be expected to know. Later, his teacher's knowledge of the color difficulty will let her make allowances for his behavior in activities involving colors. In adulthood, it will be best for him to avoid occupations like those in electricity and electronics, where color coded wires could be confused. But fortunately, occupations that require good discrimination of color are fairly few. Right now there is no need to tell Youngster that he has some special problem concerning colors. A good approach would be to wait until Youngster recognizes that he can't tell certain colors apart as well as other children and asks you why. Then you can say that some people just naturally have a harder time than others in telling some colors apart. But it is nothing to really worry about. Later, when he is old enough to be aware of the term color blindness, you can explain to him how his particular system is working.



Attention-Getters

To calm down an active child; to involve a fretful one; and to teach some listening discriminations, try these:

1. Whisper Directions. This forces attention although it may be necessary to repeat your instructions: "When I make a quiet (or soft) sound, raise your hand. (Show what raising the hand means). When I make a loud sound, clap your hands." Samples of quiet sounds—tap pencil on paper, snap fingers,

click tongue. Loud sounds—drop a block on the floor, shut the door, stomp foot.



2. "What's making this sound?" Youngster is in front of you in order to keep the soundmakers out of view. We could offer a blindfold but it takes a lot of self-control not to peek. If you have a screen that's opaque, this is ideal because you are able to face Youngster and still conceal the action. Samples of sounds to guess: tearing paper, rattling keys, knocking on the table, blowing nose, opening the door or drawer, whistling, sneezing.

Once the rules of the game are understood, allow Youngster to play leader and you do the guessing.



Books That Help Prepare Children for the Hospital

A Hospital Story: An Open Family Book for Parents and Children Together, Sara Bonnett Stein, photographs by Doris Pinney, Walker & Company, New York, 1974. This is a vivid photographic story about a girl's tonsillectomy and is a good introduction to a child's first hospital visit. Everything in the story is dealt with honestly, including emotions and physical experiences. The story to be read to the child is printed in large type. On the facing page, in smaller type, is an explanation for adults about the child's feelings and concerns and how to deal with them. Ages four to nine.

Eric Needs Stitches, Barbara Pavis Marino, photographs by Richard Rudinski, Addison Wes-

ley, Reading, Massachusetts, 1979. Eric didn't plan a trip to the emergency room, but his experience is handled without overemphasis on the negative aspects. His father handles the situation firmly but sympathetically. Photographs are graphic but not awful. Ages five to eight.



Order and Structure: Solving His Own Problems

We have had much to say lately about how important it is for your youngster to learn order and structure. We want him to get organized and structured internally; which is to say that his body should operate smoothly and efficiently. He should be well-coordinated. His eyes and his hands, for example, should work well together.

We also want him to get organized and structured externally. By this we mean that the world around him should be an orderly and structured world. The world around him is made up of objects out there in space and events which occur in time.

Objects in space form patterns. It is essential that the young child not only see objects in space; it is just as important that he perceive the patterns which these objects form. For example, the coffee table is in front of the couch. The lamp is beside the chair, and so on. In a given room, each object in that room has its special place. The locations of all the objects form a pattern, and it is extremely important for the child to perceive the pattern. He should learn where each object is in relation to all other objects in the room.

If a child does not learn to organize the basic patterns in space, we find that he has trouble in reading and writing later in school. He has trouble telling "b" from "d", for example. We see intelligent school children, even intelligent teenagers, who have this very problem. This is

not a reading problem. It is a problem in organizing patterns in space. The only difference between "b" and "d" is this: "Which side of the circle is the straight line on?" When we see children who confuse these and similar letters we almost invariably find that their total space world is confused. This is why we think it is so important now that you have your youngster do things which will help him get his space world ordered and structured.

This is why we want him to keep his room in order, this is why we want him to help with the laundry and dishes, and this is why we want him to begin doing chores around the house. In all these ways he is actively involved in the order and structure of what is happening in your house. In the process he learns about space and the patterns which objects form in space. He is also getting ready to read and write later on. Please, please help him learn to experience space and the objects which fill up space. In doing this you will help him become a better reader when he goes to school.

Objects are "out there" in space and they form patterns. In a very similar way, events happen "out there" in time and events also form patterns. It is just as important that your youngster learn to perceive the patterns which events form in time. He must first learn this at a very basic level. He must learn that some things happen "now", other things happen "before", and still other things happen "after". In separating out "now" and "before" and "after" he is learning how events in time are ordered and structured.

Take a simple item like his breakfast cereal as an example of learning about time, order, and structure. First he must pour the cereal into his bowl. Then he puts in the sugar and milk. Then he stirs it all together, and finally he eats it. There is a definite time order here. Certain events

must happen in a specific time sequence. And Mother, he is old enough to do all this with his cereal by himself. Don't you do it for him or he will not



learn one very important part about how time is organized.

What does time order have to do with later school learning? Well, think about spelling for just one example (and there are many others). In spelling the child must write or say the letters in the correct time order. If the child spells the word "girl" correctly, he must say the letter "g" first, the letter "i" second, and so on. He must say the letters in the correct time order.

Now I teach a graduate course in Learning Disabilities each semester. Each student is required to select one child who is of average or above-average intelligence but who is having serious learning problems in school. The student administers several tests to his child, and these tests are designed to uncover basic problems in order and structure. On one subtest the student says a phrase which the child must write down. One phrase which the student says is this: "Saw this first girl". In about 75% of the cases, the child writes this: "Saw this frist gril". And remember, these are all intelligent children. They are not "mentally retarded", whatever that strange term may mean. They are children who exhibit serious problems in getting events in time ordered and structured. They are intelligent, but their time world is disordered and unstructured.

Do you see now why we want your particular youngster to get actively involved in the every day order and structure of your particular household? As he gets actively involved he learns the basic facts about space and time, and this will help him later in school when he must read, write, and spell.

But it is most important that he learn about space and time from his own activities. He must learn by doing; his own doing. Do not try to teach him about space and time logically and intellectually. He must learn about space and time by his own experiences and by his own explorations of these mysterious worlds.



Jealousy

At each age children react differently to a newborn. The child of three is serious when he tries to "send the baby back" by opening the window and pushing the crib toward it. This is a child who feels displaced. Until recently there was undivided attention for her. Suddenly, the parents have almost no time for Youngster's stories, games, walks, and play. There are some special tips to use at this time which differ from those we offered at an earlier age.

1. Emphasize that the new baby belongs to everyone in the family and not to any one person. Talk about "ours" rather than "mine" or "yours". Sometimes parents think they are benefitting the Youngster by telling him it is his or her baby. How can it be Youngster's baby when Mother is constantly absorbed with baby business?

2. In advance of the birth tell Youngster what to expect. A long period of waiting is confusing, so make the announcement about a month before.

3. Allow Youngster to help with the plans and preparations. This will reduce the amount of competition later on. Encourage room rearrangements before mother leaves for the hospital. Young-

ster can be asked where the new crib should be placed in relation to the other things in the room. Permitting new arrangements for clothing and toys will make it appear that you respect Youngster's place as a member of the family.

4. About two weeks before, tell her you will be going away. Here's a good time to dramatize going to the hospital, packing a suitcase with Youngster's assistance.

5. When you return from the hospital, allow Dad or a helper to carry the newborn. In this way, your arms will be free to embrace Youngster.

6. Since Youngster will be physically close to the baby if



they share a room, teach her how to be careful and gentle in her relationships with baby. Avoid the "no nos", "stop" and don'ts". By example and with words, demonstrate how to hold the baby.

Dear Growing Child

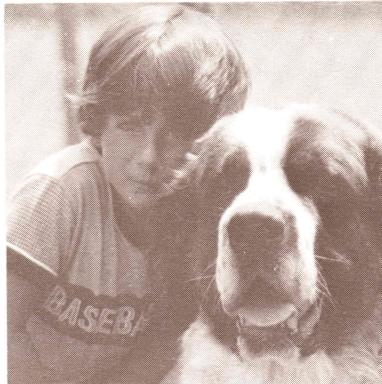
"With all of the 'baby books' available to young parents, I have found Growing Child to contain the most worthwhile information."

"I have informed several young and new mothers about Growing Child and they feel as excited about it as I do."

Cynthia C.
Westland, MI

"I am constantly amazed how accurately you manage to describe my son Michael's stages of development each month! You have helped my husband and I understand and more fully enjoy him. I'm sure you have made us better parents."

Kathy S.
Westerville, OH



Next Month

- Teaching Time
- Learning By Doing
- The Little Artist

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Growing Child®

3 Years
6 Months

Social Relationships at 3½-3½ Years

1. Parent-Child:

Father can take over child rearing because there is a strong swing of favoritism from mother to father. Girls especially demonstrate their preference by actively courting their dads.

2. Siblings:

Toward older brothers and/or sisters, Youngster engages in teasing, breaking up and disturbing behaviors. When they retaliate, Youngster cries vigorously.

Toward the younger sibling Youngster may act rough, hit and push either in play or in disguised attack. Under these circumstances it would be wise not to leave the children alone or else the younger child must be protected by physical barriers. In another few months Youngster will assume a maternal attitude.

3. Twins:

These children have a very special relationship with one another. Generally the two children work out a satisfactory arrangement for themselves. There may be a "dominant" twin and a "passive" twin, but appearances can be deceiving. On close observation, the passive twin may effectively but quietly manipulate and get her way more often than the aggressive twin.

There is a difference between identical and fraternal twins' behaviors. Identical twins require the kind of togetherness in the early years that the fraternal twins can sacrifice. Some early childhood specialists report that to separate identical twins too early such as in pre-school or



even first grade produces a hardship on each of them.

4. Other Children:

With younger children Youngster is bossy but gets along with them anyway. She can't play for extended lengths with her contemporaries without some supervision.

Lecturing or telling how to behave doesn't stick at this age. Better to keep the friendships healthy by limiting the play period. Nevertheless, techniques for learning cooperation can be introduced; taking turns, and talking, not hitting.



Teaching Time

When the freight train, airplane or city bus passes or another regular event occurs at noon time, associate this with time for lunch; the church bell tells when it's time for Dad to come home from work; the kitchen timer rings when it's time for bed.

Ordering events in time (as we've talked about many times) is an important skill for telling time, learning to read and do arithmetic. Rhyming games are fun and they teach order or sequence in time:

1. "Find your nose and touch your toes"
2. "Take a nap, put your

hands in your lap"

3. "Jump up high, reach for the sky"
4. "Spin around, touch the ground"
5. "Stand up tall, make yourself tall"
6. "Make yourself small, roll into a ball"

Movement through time can be fun and skillful when jumping:

1. "Jack-in-the-box"
Use Youngster's name, saying, "Jimmy in the box." The child squats down. "Jimmy jumps out of the box." The child jumps up.
2. "Jack-be-nimble"
"Jack be nimble; Jack be quick. Jack jump over the candlestick." When Youngster hears the word "Jump", it is time to jump over a designated object.
3. Place pieces of rubber-backed carpet or pieces of foam rubber in a random fashion on the floor or sidewalk. Have Youngster jump from one to another.
4. Have Youngster step into a paper sack and jump from one end of the room to another. A sack race for two children can



be fun if there is safety precaution such as racing on the grass and separating the children in space.



Family Relationships

Have you noticed how puzzled young children can be when it comes to family relationships? They heard Dad referred to as John, Father, brother, uncle, son, husband. It may be amusing at first but then it becomes plain confusing. Take the preschool boy who was asked about the other children in the family. He named "Sally", "Betty", and "Marla." "They're sisters", he explained. The teacher then asked, "If they're sisters, what are you?" After contemplating for a time, he replied, "I'm a boy sister."

How can we start to straighten things out? A family of dolls (or even paper dolls) with grandmother, grandfather, father, mother, big brother, big sister, Youngster, an infant, or however many children there happen to be in your household, may be used as concrete ways to help Youngster sort out the relations of one family member to another. It will take quite some time to grasp the idea, but once children understand the family relationship they can extend it to other family groups such as those of the teacher or the other preschoolers in the class. Children are fascinated with the notion that each child has a family group. The idea that teacher is also a member of a family is difficult for children to understand, however.



Better Discipline

There are days when your child very obediently does everything she is told to do. The next day you may wonder if the "spoiled brat" who throws a temper tantrum every time she is corrected is really the same daughter you knew yesterday as a charming young lady.

If this sounds like your child, chances are she is perfectly normal. Children at this age appear to be part monkey, part angel. Whether the monkey behavior or

the angelic behavior will eventually prevail in your home will depend largely on the effectiveness of your parental discipline skills. There are some basic steps that can help parents improve their discipline skills.



The first step is to make sure your child knows clearly what behaviors you expect. Although it may seem obvious to you that a particular behavior is undesirable or even dangerous, the same behavior may appear to your child to be just fun and exciting. Parents who fail to identify clearly the behaviors expected have set themselves up for failure. Much better to set yourself up for successful discipline by taking the time to explain to your child, in very specific terms, the behaviors you expect.

The second step toward successful discipline is to focus attention on desirable **positive** behavior rather than on its opposite, negative behavior. In other words, don't always wait until your child does something wrong before you give her your attention. Sometimes parents can more easily identify what they **don't** want their child to do but have difficulty identifying desirable positive behaviors. If you find yourself constantly telling your child "Don't do this" or "Don't do that" it is probably time for you to focus more attention on **positive** behaviors for your child.

The third step in implementing good discipline is to strengthen positive behaviors by re-

warding them appropriately. The consequences for behavior should, as far as possible, be decided in advance and made known to the child. True, there may be special circumstances in which an instant decision may have to be made. But, in general, a child should not be taken by surprise by the consequences—either the good ones or the bad ones—that will result from the child's behavior.

When consequences for misbehavior take the form of punishment, an effective strategy is for parents to make use of "natural consequences." For example, if a child carelessly broke a favorite toy, the "natural consequence" would be for the child to do without that favorite toy as appropriate punishment. Another effective strategy for parents is the use of "time-outs." When a child is particularly wild or excited, all the talking in the world may not settle her down. In this circumstance a parent can prescribe either five or ten minutes in the "time-out" chair—a chair that is placed in some uninteresting part of the house where you can keep an eye on her out of the corner of your eye. You can set a timer for the duration of the time-out. Just be sure to let your child know that if she leaves the chair prematurely, the timer will have to be re-set.

If after a few minutes in the "time-out" chair your child appears to be more calm, this will be a good time to discuss with her the specific good behavior you desire and expect. The "time-out" chair not only helps to calm the child but it also provides the parent an opportunity to regain composure—which has helped many parents to avoid over-reacting while their own emotions are upset.

A further step in developing effective discipline—but a step that many parents find very difficult to implement—is to be **consistent** in the manner you deal with your child's good deeds and bad deeds. We all

experience variations in our moods. But we must try to avoid letting these mood variations dictate how we deal with our child's behavior.

One method that has helped parents develop greater consistency in implementing discipline is to write down rules of behavior and specify consequences in advance. This method also helps both father and mother to develop better agreement and unity in handling discipline problems. It also prevents the child from trying to play one parent off against the other, which frequently happens when one parent is lenient while the other one is strict.

Nobody ever said that raising a child was an easy task or that one method of discipline would work well with every child in every situation. But by being familiar with the various steps involved in implementing effective discipline, a parent is better prepared to deal with the day-by-day problems that arise in raising any child.



Geometry

Geometry, you say. At this age? Yes, Youngster is ready for basic training with geometric forms. We'll offer you a chance to make your own, either starting from scratch or modifying readily available materials.

First, what forms will we want? Cube, rectangle, cylinder, cone, sphere, triangular prism.

Modifications: Ready-made wood or plastic blocks, covered with contact paper or painted.

Custom-made:

1. Cylinder - an empty 8 oz. juice can (empty the juice through small pin holes.)

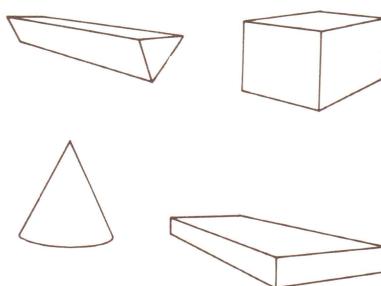
2. Sphere - a rubber ball.



3. Rectangle - a cigar box taped closed.

4. Cone - paper cup or party hat.

5. Cube - wood or plastic block; gift box taped closed.



In order to make the forms longer-lasting and to provide uniformity (reducing the irrelevant features such as printing or pictures) paint all of containers and objects alike. If possible, have all of them essentially the same size. In other words, avoid confusing a 46 oz. can (cylinder) with a party hat (cone).

Now, what's next? Introduce the shapes. Little children love big names so don't be afraid to use the names for the shapes—"rectangle", "cylinder", etc. Be sure to avoid calling the object by name—"hat", "can", or "box". Otherwise you run into a conflict with the child—you ask for a sphere and the child replies, "This isn't a sphere, it's a ball."

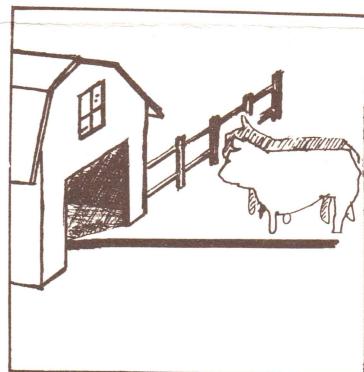
Now, when the child is familiar with 2 or 3 of the objects, put them into a large sack or box which is loosely filled with paper confetti, IBM cutouts or other wastepaper. Ask Youngster to feel around the box or sack with two hands and identify the objects one by one. As he names each, he can bring it out in order to look and check his accuracy. This is an exciting challenge for a 3½ year old, and as you add more shapes it becomes very exciting. Once all of the forms are familiar, add some decoys, making it a "mystery" box or sack. Of course, allow him to see you add the decoys—anything you happen to

have about will do—cup, spoon, comb, lipstick, compact. Now ask Youngster to reach in, feel, and identify each. You will be amazed with the associations; a similarity between the shapes of the geometric solids and the decoys will be perceived. Allow plenty of time for discovery—that the lipstick is a cylinder, the compact a rectangle, etc.



Learning by Doing

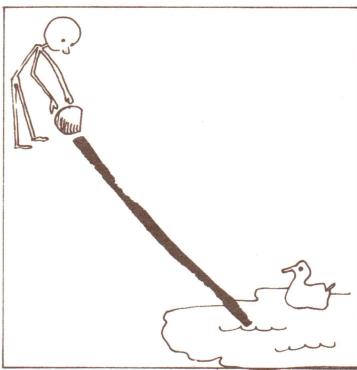
1. Cutting With Scissors. For some Youngsters it will be necessary to demonstrate the use of scissors—"open", "shut", and the proper fingers to use. Following along outlines or forms is too difficult for the beginner. Instead allow Youngster to snip and cut up newspapers or colored construction paper until the cutting is fluent. Then it is possible to introduce purposeful cutting. On a piece of



paper you draw a thick line—a felt-tipped pen makes a good trace and will permit deviations without appearing that way. The language experience can be extended by making the line a fun story. For example, Youngster will cut along the road from the barn to the cows in the pasture.

You can create a lot of stories and so can Youngster. Rolling a rock down a hill to the lake will change the direction of the line to be cut from horizontal to diagonal.

2. Playing With Clay. Here is an excellent opportunity to teach



different polars—"long and skinny snakes", "fat and long hot dogs", "long and straight spaghetti."

3. Slicing An Apple. This is a chance to learn the vocabulary for the parts of an apple. A commercial apple slicer which is an inexpensive and long-lasting piece of equipment allows Youngster to safely divide an apple into many equal parts.

By placing the apple slicer on top of the apple and then pushing down, the apple is exposed for investigation: "stem", "seeds", "core", "skin", "leaves", and the fruit itself. By serving a slice of apple to each person, Piaget's first lessons in Conservation may be learned—"One slice for one person." In addition the slices may be counted, "One --- to eight."

4. Finger Plays. Out of paper, construct 2 witches, one for each hand—roll a triangular paper into a cone for the body, head and hat, and a circle is used for the brim around the hat. Here is a little jingle:

"Two little witches, sitting on a hill, One named Jack (wiggle one finger), the other named Jill (wiggle other finger).

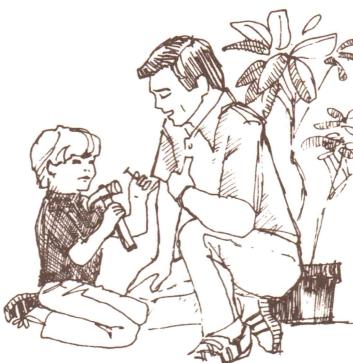
Fly away, Jack (place hand behind back), Fly away Jill, (place other hand behind back);

Come back Jack (bring hand in front), Come back Jill (bring other hand in front).

5. Hammering. There are many values from learning to use nails and a hammer at this age—Youngster has an early start with the use of real tools. There are real perceptual discriminations to be made—"short nails", "long nails",

"big heads", "small heads", "short nails with big heads", "long nails with small heads," etc.

To prepare the experience you tap a nail into wood just enough to permit it to stand by itself. Ask Youngster to watch as you demonstrate how to pound the nail "all the way" into the wood. Next, prepare Youngster for pounding himself. Start some nails into the wood and invite him to pound them "all the way down."



Since the hammer is an extension of the arm, there will be a lot of learning before the hammering is accurate. To offer variation, start new nails but change the task, hammering the nails only "part way down." Youngster will discover that there is a difference in the management of the hammer for "part way" vs. "all the way."

When real control over the hammer is evident, allow Youngster to start the nails. This requires attention to the fingers! Carefully demonstrate and describe: "Hold the nail like this (pincer grasp). Tap the nail lightly—ever so lightly. Then if the hammer slips, your fingers won't get hurt."



Funny How They're Awful Just When You Have No Time

The ringing telephone signals bedlam; as you lift the receiver, your toddler clambers onto the kitchen counter; as you say hello, the five year old pulls him off. A nice long chat? For-

get it.

That's the way it always goes with kids: The night of your dinner party is the night the baby will fuss all evening. The day you set aside to get the house ready for the holidays is the day the little one will scrape a knee, spill the Mercurochrome, not settle for the small size bandaid, though it's the only kind you have.

Funny how they're awful, just when you have no time.

Like other coincidences in childhood, this one is on purpose. Perhaps you remember. Remember how the comfortable framework that held your days together seemed to fall apart, frighteningly, when your own mother's attention was all absorbed somewhere else? Remember the empty abandoned feeling that washed around you, just because your mother was busy with her friends?

The bickering and skirmishing around your feet, as you press the telephone closer to your ear, is because a child feels scared when he thinks he is abandoned, angry when he thinks he is pushed out. Your children would rather risk a scolding than feel they don't exist for you.

Maybe these ideas will help, and maybe they won't; at least both of you will be dealing more directly with the real problem at hand.

To have a telephone conversation: Keep some special things hidden near the telephone. A puzzle, crayons and pads, a toy telephone for a baby. Excuse yourself for a moment (it seems long to you, but it's only seconds) and give your full attention to the kids. Tell them how long you expect to talk—a little while or a long time. Take the time to help them get started on the puzzle or the crayoning. Then go back to your conversation.

Before a dinner party or an evening with friends coming in: Even if things are not quite ready, give the baby 15 minutes

of undivided—and undistracted—closeness, so he is sure you are really the same as usual, so he can sleep reassured. Let older children help you instead of pushing them out of the way. They might help set the table or count silverware, crumple newspaper for starting the fire, or count the hangers in the hall closet to be sure there are enough.

And in the hassle of everyday: Try to echo back to children how you think they feel—"It must feel strange to you, with the house all torn apart this way." "It's hard on you when I can't listen." "I know you'd like me to spend some time with you." Explain your side of things: "I'm really interested in talking to my friend about her sick mother." "I want to cook a very fancy dinner, and I have to concentrate." "I need this new dress for tonight and I don't want to read to you until I've finished hemming it."

But here and there, set aside a few minutes for your children—to read that book, to walk around the block a couple of times, to play a new game, to get a simple project started.

The time it takes to make a child feel things are okay, know you are not entirely lost to him, is time well spent when you have so little of it.



The Little Artist

Your child at three-and-a-half is an enthusiastic artist. Given a crayon, he will draw on everything—paper, books, floors, walls, and woodwork, too. Drawing, painting, and modelling are natural, spontaneous activities through which your Youngster expresses himself. In fact, during the years between two and five, a child expresses himself as naturally through art as he does through play.

Dr. Margaret Lowenfeld (Play in Childhood, 1935), in her penetrating study of children's play regards art as a form of play, and according to Friedrich Froebel,

founder of the first kindergarten, "play is the highest expression of human development in the child, for it alone is the free expression of what is in the child's soul."

At forty-two months your child has come a long way from the infant who first "played" by experiencing pleasure through the mouth, the fingers, and the skin. Your child now delights in a variety of toys and play materials, particularly those which offer the opportunity for spontaneous free expression—the materials associated with drawing, painting and design.

In addition to providing a mode of free self-expression, art, like language, is a form of communication. And since communication implies the intention to affect other people, it is a social activity. When your Youngster draws and paints, he is reaching out for a response. He is putting out "feelers" to the world around him.

That is why he is not content to merely draw a line or paint a picture and then put it away. He continually demands a response. "Look what I made," he says, or "Guess what this is, Daddy." Even in nursery schools, every painting and art "scribble" must be commented upon by the teacher.

And the positive response he obtains from parents and other adults—their words of love and approval—will influence his adjustment to life. It is not very important that you understand what your child has drawn. It is terribly important that you react to it with approval.

Your child's earliest paintings and drawings take many forms. For some children of forty-two months, painting is still mostly a motor or muscular activity. In a class of pre-school children one can observe youngsters of three-and-a-half still covering complete sheets of paper with paint for the sheer joy of the physical exercise it affords them. Sometimes painting is a social activity with children happily painting at the same easel while talking together and showing little interest in the end product.

Other youngsters of forty-two months may be doing more purposeful pencilings with wrist and finger movements tending to replace arm movements. At around this stage, the "scribble" may be given a name—although generally not until after it is drawn. Most art educators and psychologists agree that your child at this age does not predict in advance what he draws but rather names it later according to the impression made either by the finished product, by his environment, or by a recent happening. An occasion such as Halloween sparks a wealth of pumpkins, witches, ghosts and monsters.

Although there is a wide range of developmental behavior and ability in drawing, it is most generally not until about age four that a child begins to reproduce lines and geometric forms (frequently resembling primitive or Egyptian art), and it is then that the human figure becomes the favorite subject.

A great deal has been written analysing the artistic activities of children and the psychological interpretation of their drawings. Herbert Read in his classic work, Education Through Art, discusses the theory that the young child draws what he means, thinks, knows, and feels—not what he sees. (Remember, the worlds of fantasy and reality are still somewhat blurred for your youngster.) But whatever it is that your child draws—and for whatever reasons—what is most important for us as parents and guiding adults is that we approve and encourage this natural mode of play and expression.

There are many art materials besides paint, brush and crayons that your little "artist" will enjoy using. These include fingerpaints, soft clay and play dough. Fingerpaints provide new ways of experimenting with color and design (let him try fingerpainting to music some rainy day), while soft clay and play dough appeal to Youngster's sense of touch—even his sense of smell. They also

provide an energetic child with the opportunity to pound, shape, roll, manipulate and model.



Sprains, Dislocations and Fractures

Bruises involving joints are called sprains. They are uncommon in young children but can occur if there is a twisting injury of any joint, particularly the ankle, wrist or knee. Immediate application of ice, compression with an elastic bandage, and elevation of the injured joint all make the hurt feel better. This emergency treatment is very easy to remember if you think of the word ICE:

I Ice
C Compression
E Elevation

There is some pain in a sprained joint for 5-7 days following the injury. It should get less each day, however, allowing the child to use the joint more and more. If this normal healing pattern does not occur, your physician should be consulted.

Dislocation means that the ligaments which hold the bones of a joint together have been stretched or torn so badly that the bones are no longer in their normal position. This type of injury is unusual in small children except for the injury called "nursemaid's elbow." This injury occurs when a child, usually age 2-3, is being held by the hand and suddenly jerks and twists the arm being held. This can happen when he falls or tries to get away from his "nursemaid." Sometimes it even occurs when children are being swung by their arms. The dislocation is at the elbow so the child will not bend that joint. Occasionally it will "relocate" itself when the child tries to move it. Most often, however, your doctor will have to be consulted. He will usually X-ray the area to be sure there is no fracture and then use a relocation movement to put the joint back into place.

Once a child has had this injury, care should be taken not to repeat the same action because

the injury will re-occur, the second time more easily than the first.

Fractures are breaks in a bone and always require the help of a physician. The collar bone or clavicle is the most commonly fractured bone in children. It usually occurs when the child falls on his shoulder. It is painful, particularly when he tries to raise the arm on the fractured side.

The next most common fracture is of the lower arm. This usually happens when the child falls and tries to "catch" himself with an outstretched arm. There is usually a little bend of the bone and tenderness near the wrist. Later swelling will occur. Sometimes fractures happen along with sprains and other injuries making them difficult to diagnose.

The following will help you remember what things are usually associated with fractures in children:

F FALLS from heights
R REFUSAL to move a joint
A AUTOMOBILE ACCIDENTS
C CROOKED joints or bones
T TWISTING falls
U UNUSUAL pain
R REFUSAL to bear weight
E EXCESSIVE swelling

First aid for fractures depends upon the bone that is broken. If it is a long bone, such as an arm or leg, it should be splinted with a firm material like a board, or at times can be cradled in a sling or on a pillow. If the collar bone or ribs are involved, the patient can usually "splint" them himself by just decreasing the movement of the injured area.

Skull fractures are usually associated with concussions and sometimes unconsciousness and require immediate emergency care by a physician.

Spine fractures are unusual in children, however, if they are suspected, DO NOT MOVE THE CHILD. Wait until the ambulance or skilled first aid person such as a policeman or fireman arrives. Until then, try to reassure the child and make him as comfortable as possible.

Dear, Growing Child

"Just wanted to let you know I think you're doing a fantastic job—and I for one, sing your praises often. After teaching school for thirteen years, and then working for Cooperative Extension in Adult Ed, with a concentration in child growth and development, I regard your publication as the best for the layman that I've come across in the last 24 years of study."

Annette J.
Malone, NY



Next Month

- Handling Negative Behaviors
- An Age of Change
- Sources of Help For Special Children

Growing Child®

2/87

Growing Child®

3 Years
7 Months

An Age of Change

Forty-three months is usually a turning point in a child's development. "No" now begins to replace "yes," and "I won't" replaces "I will."

While age three is characterized by conformity, cooperation and sociability, forty-three months often begins a period of marked insecurity and disequilibrium (loss or lack of balance.) Traits of bossiness, clumsiness, whiningness—a general discontent—start to appear. Parents often complain that nothing they do seems right. "She invited some children to play and then all they did was quarrel," is a typical comment.

Don't be alarmed, Mom and Dad! Chances are you are doing everything "right" even if your youngster greets her favorite baby sitter with a temper tantrum and calls a good friend "dumb-dumb".

Let's examine some of the reasons for this new behavior. Perhaps then it will be easier to give your child the extra love and understanding she so badly needs during this transitional period.

Age forty-three months is part of the three-to-five period wherein all normal children go through the phase of resolving the "oedipal" situation. "Oedipal" is the term used by Freud to describe the strong attachment children at this age have for the parent of the opposite sex. By around six, because of the love for both parents, your little girl will decide she wants to be like Mommy while your little boy will choose to identify with Daddy. But right now there exists a rivalry with the parent of the same sex. Along with this conflict, your young-

ster experiences feelings of guilt—guilt about what she thinks as well as what she does. And since you are the most important people in your child's world, she seems to need constant reassurance that you love her.

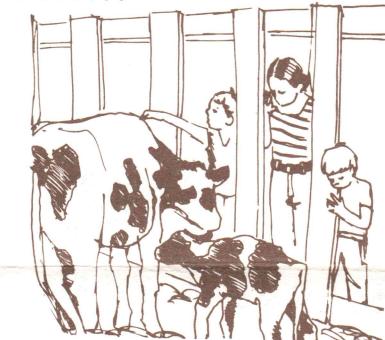
Another reason for your child's insecurity at this age is her size. Just imagine how big we must all seem to a youngster of forty-three months... how powerless she feels against the all-knowing "giants" in the adult world. The only people and things she can control are in her fantasies and dreams. Her wishes far exceed her abilities.

And even her dreams present a dilemma. For in addition to being so small and vulnerable, she can't fully distinguish between reality and fantasy. Her nightmares are as real as if they actually occurred. Furthermore, Piaget claims that for the child, the world itself is alive and has the same magical powers and qualities adults have. So, to a child, the wind is alive, the clouds know that they can move, and a chair that breaks while Youngster is sitting on it is doing so to punish her because she is naughty.

The world, indeed, can be a fearful and uncertain place at this age; however, there are many ways that you can make it less so for your Youngster. You can respect your child's fears and make sure that she is not made to feel ashamed of them. For example, when planning a trip to the zoo, it will be a lot more fun and less tension-producing if you go to see the farm animals—the little rabbits, goats and ponies—not the big lions, elephants, and bears.

We also believe that consis-

tency



And since we recognize that this is a demanding age, demanding of friends as well as parents, we suggest having one child at a time to visit. That way they can enjoy each other's attention exclusively.

Your child at forty-three months continues to need a great deal of locomotion. She needs an environment—both indoors and out—where she can climb and throw and run and test her strength and newly developing abilities. Through play and appropriate play materials, young children increase their sense of self-esteem and initiative.

Although your little girl needs to spend time out of her home—she may even be attending a nursery school or day care center—her most significant relationships are still with her family, particularly Mommy and Daddy. You, more than anyone else, can give your child the extra feelings of security she needs dur-

ing this wonderful but trying age of change.



More on Black English

Youngster may be in preschool by this time and the enrollment will hopefully have a mixture of children of different cultures and colors. Youngster will ask questions about speech differences. And you may have questions yourself. As we said in an earlier issue, Black English must not be received as an incorrect or nongrammatical English. Linguists describe Black English as a form which is very sophisticated and completely grammatical. It is different from Standard English but not deficient.

To some young Black preschoolers Standard English is in many ways like a foreign language. Yet the only way a teacher can teach Standard English to a child who speaks Black English is to understand the differences herself and explain the logic of both forms to the child.

Many Americans are unfamiliar with the history of Black English: When Blacks were brought to this country as slaves, members of different tribes were deliberately shipped together in order to avoid a revolt. Because they spoke different languages, it was assumed they couldn't communicate verbally. In order to survive physically and psychologically, they developed a form of pidgin English. Sometime later, a more sophisticated form emerged. It sounded like some kind of English but with an African vocabulary mixed in. This was not accidental—it was a deliberate means of communication for the slaves to use among themselves without alarming their masters. And it is here that humor, folklore, proverbs, double-meanings and other verbal survival mechanisms emerged. Music and rhythm were another means of secret communication among the slaves. Initially drums were tapped to convey messages. After this was prohibited, the use of

feet and tapping heels on floorboards was substituted. Spirituals were sung, with messages hidden within the words. Here then is the origin of Black English.

As we have said, Black English is based upon a systematic grammatical structure. However, since Standard English is the language of the dominant culture in this country, it is essential for all citizens to learn to speak it in addition to whatever home or street language he already knows.



Recommended Reading

For parents:

Children's Fears by Dr. Benjamin B. Wolman, 1978, New American Library.

Helping the Fearful Child by Dr. Jonathan Kellerman, 1981, W. W. Norton & Company.

For children:

Bedtime for Frances by Russell Hoban, illustrated by Garth Williams, 1960, Harper. In the process of trying to postpone bedtime, Frances sees all kinds of things in the dark. Three and up.



Clyde Monster by Robert L. Crowe, illustrated by Kay Chorao, 1976, E. P. Dutton. Clyde the monster is afraid of the dark. His parents help him

understand the unspoken agreement people and monsters have about not scaring each other. For children three years and up.

You're the Scaredy-Cat, written and illustrated by Mercer Mayer, 1980, Scholastic Book Service. Two brothers share an outdoor camping experience, complete with scary story and strange noises. Four and up.

Curious George Goes to the Hospital, Margaret and H. A. Rey, Houghton Mifflin, Boston, 1966. Curious George, the monkey, provides a lively first-hospital experience. Ages three to seven.

The Bravest Babysitter by Barbara Greenberg, illustrated by Diane Paterson, 1977, E. P. Dutton. Heather, the babysitter, is frightened by a noisy thunderstorm. Lisa, her young charge, is able to divert her attention. A good story about a youngster who has mastered her fear and can help someone else. Four and up.



Handling Negative Behaviors

This is a good time to write again about negative or undesirable behaviors. We have talked about this at earlier ages, but the same problems keep coming back in different forms at different ages. So let's look at some negative behaviors at your Youngster's age now. Also we want to talk about how to handle these behaviors and how not to handle them. Before getting down to specifics let's talk first about general principles. If you get the principles firmly in mind, you can apply them again and again to many more situations than we can possibly discuss here.

Principle Number One: Don't reward negative behaviors. Most experts agree that behaviors which are rewarded consistently are the very ones which tend to become "built-in"; that is, they become a part of the child's behavior pattern. How do parents

Play Things

3 years 7 months

**“Look what
I did!”**

**Taking pride
in new
achievements**

As we've said in *Growing Child*, this is an age of both physical and mental changes for your child. He may feel unsure or confused with his thoughts and actions now. Playthings that give him a sense of security, belonging, and accomplishment can go a long way in reinforcing positive behavior in Youngster.

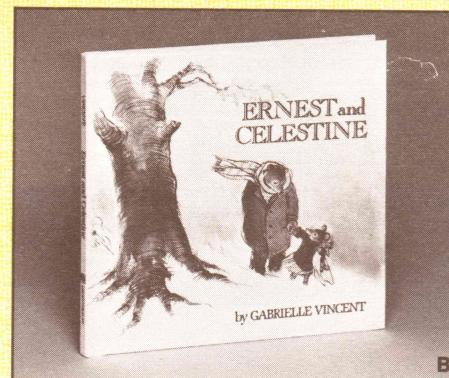
Developmentally, he's ready for activities that deal with pre-reading and pre-math skills, new and more complex geometric shapes, and ordering events in time—past, present, future.

Remember, anytime your child can accomplish something that lets him say, “Look what I did!” he's strengthening a positive self-image of himself as a person, an essential experience for all children.



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To pay by check or money order, please use the enclosed merchandise order form.



A **Primer Pak**

If you liked our popular item for two-year-olds, *Toddler Tote*, you'll love **Primer Pak**! These puzzle pieces provide an even greater challenge to your child's growing abilities.

An abundance of learning materials are included: An alphabet puzzle, four Fit-A-Space discs, 30 locktags to encourage creative design, and three lacing shapes with sturdy plastic laces.

Your child can store all the pieces in the handy take-along tote. This carry-all feature provides portable fun in the car, at church, or in the doctor's office.

The originator of crepe foam rubber puzzles, Lauri items are always best-sellers, and always popular with kids. Washable, unbreakable, quiet and safe. Lost pieces replaced.

3-6 yrs.

QPP18 \$11.00

B **Ernest and Celestine**,

by Gabrielle Vincent. Celestine, an enchanting little mouse, loses her treasured toy bird. What will Ernest, the sweet, fatherly bear, do to console her?

This is a good story—and a good approach—to helping your child relate to a similar situation (a lost toy, a disappointment). Problems can be solved by working together.

The captivating illustrations are realistic and poignant; we feel Celestine's anguish and loss and are comforted by Ernest's abiding love and concern.

Children need stories that emphasize the positive aspects of love and friendship. Not only do they teach us a lesson—they make us feel good, too.

Hardbound, 9 1/2" X 8 3/4", full color, 32 pp.

3-6 yrs.

QPN21 \$11.00

C **Pound 'n Play Workshop**

A workbench and a toolbox! This versatile toy is perfect for the “little builder” at your house.

With 24 durable pieces in seven geometric shapes, plus a screwdriver and wooden-handled claw hammer, your child will have no problem finding something to create.

And as she plays, she'll benefit in three ways: She builds her *hand and finger muscle control* through manipulation of the pieces; she uses *creative skills* to actually construct her own toys; and finally, she takes that special toy and *pretends* to drive over a mountain or soar through the sky.

When Youngster is through playing, she can happily pack and tote everything in the versatile workbench-turned-toolbox.

12" long, 3 1/2" tall. 3-7 yrs.

QPN21 \$12.00

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D **Illustrated Children's Bible**,
 by Sandol Stoddard.
 The Creation, Moses, the Twelve Disciples—some
 of the Bible's greatest stories come alive in
 words and pictures for your youngster.

More than 100 selections from the Old and
 New Testaments have been retold for children in
 easily understood text and vibrant, watercolor
 illustrations.

The Bible continues to be one of the all-time
 best-sellers and this version for children is a
 perfect introduction to Bible stories. A special
 addition to the family library... a book your
 child will still be re-reading years from now.

Hardbound, $7\frac{3}{4}'' \times 9\frac{1}{2}''$, full color, 383 pp.
 All ages.
QP336 \$15.00

E **Four Scene Sequence Cards**
 Here are 12 sets of four brightly colored
 cards showing sequences of familiar daily
 activities such as brushing teeth and pouring
 juice.

Arranging the cards in the proper order
 reinforces time concepts such as before and
 after, first and last. By observing differences
 your child can arrange the cards in the proper
 order, which helps develop concentration and
 attention span.

Understanding sequences is how children
 learn to read from left to right, and learn the idea
 that "this comes before that." This is essential
 for your child to be able to "process" all the
 varied information she's taking in.

48 cards, each 3" square. 3-6 yrs.
QPM5 \$9.75

F **Children's Greatest Hits**, by Tom Glazer.
 Tom Glazer, the popular children's music
 performer, has put together this wonderful
 collection of childhood classics to entertain and
 amuse the younger set—hits like "This Old Man,"

and pop favorites such as "Little White Duck."

How does a children's song become a
 "greatest hit?" It withstands the test of time, and
 it's loved by children the world around... and
 here they are, especially for your child.

10 songs. 3 yrs. and up.

QP76 LP \$9.50
QP760 Cassette \$9.50

G **3-Way Activity Center**
 What offers three different "toys"
 all-in-one? The **3-Way Activity Center**, which
 provides your child with fun and learning at
 the same time!

The magnetic alphabet board helps your child
 learn and practice letters, and later spelling.
 Drawing on the chalkboard develops creativity.
 The pegboard reinforces color matching
 and design.

Sturdy and versatile, this activity center can
 be enjoyed by two children at once. An excellent
 plaything for a child confined to bed, to take
 along in the car, or for grandparents to keep on
 hand for your next visit.

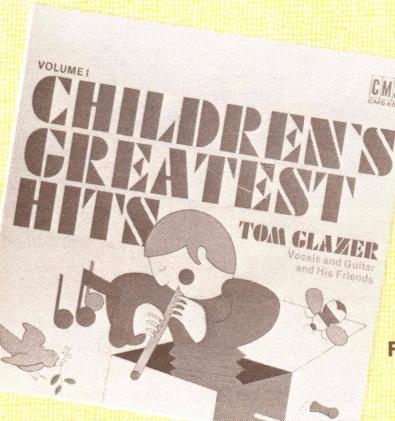
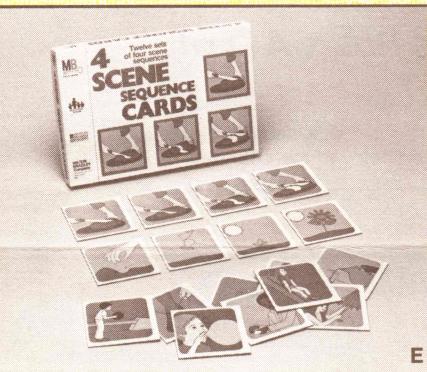
$12\frac{1}{4}'' \times 11\frac{1}{2}'' \times 10''$ woodboard frame, 36
 magnetic letters, 36 plastic pegs with hammer,
 chalk, and eraser. 3-8 yrs.
QPN22 \$16.00

H **T.C. Timber Railplay Train Set**
 Trains have always been popular play-
 things because they give children the opportunity
 to imagine, pretend, and learn.

Made of extremely durable, smooth-finished
 hardwood and painted in bright colors, we
 believe this is the best quality wooden train set
 you can find for this price.

Included are 10 sections of reversible track,
 a four-car train with hook-and-eye connectors,
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reward negative behaviors? In many ways, and usually in ways which parents do not think about as "rewards." Here are some of them:

1. The negative behavior that gets the attention of the parent. This is in itself a reward. At least the parent is noticing the child. Even when the parent punishes a child, the punishment itself is often a "reward" in that while the punishment is going on the child has the parent's attention. How much better to pay attention to his positive behaviors than to notice him only when he is acting negatively.

2. The negative behavior often lets the child "manipulate" either the parent or the immediate situation. If the parent lets the child manipulate him in any situation, then the child gets control of that situation. Once in control, however, he is not mature enough to know how to handle that situation, so he is further confused. At the ages we are discussing children are not able to handle many complex situations. So they become more and more frustrated in knowing what to do once they are in control. As an extreme example, you've seen this in parent/child confrontations that just grind to a halt—because the parent is waiting to be told what to do by a child—who doesn't know what to do! Yet many parents persist in letting their child get control of everyday situations by their unthinking rewarding of negative behaviors.

3. The child who has learned to manipulate his parents is rewarded by "getting his own way." This is a strong reward. After all, don't you as an adult feel good when you get your way? But this is not all that healthy for the developing child, especially if "getting his way" makes him a spoiled brat. The spoiled brat tends to dominate his parents and we've seen many who were in absolute control of the entire household.

Principle Number Two: Ignore negative behaviors wherever pos-

sible. At times it may be necessary to punish negative behaviors, and punishment does not necessarily mean spanking. If you ignore negative behaviors, then the negative behaviors which you ignore simply go away. Why? Because you have taken away the reward simply by not paying attention to the negative behaviors. You can get a lot of mileage out of principle number two if you learn how to use it.



Principle Number Three: Avoid confrontations. In other words do not get into a fight with your child when he is behaving negatively. After all, you are smarter than he is, and you should be able to manipulate the situation (and to manipulate him) so that his negative behaviors do not bring on fights. This takes time and much extra effort on your part, but it's worth it.

Principle Number Four: Reward positive behaviors. Pay attention to those positive things which your child does, and which you think are good. Praise him for his positive accomplishments (but don't gush over them). When he helps you by doing a small errand, or when he talks about something interesting he has seen (a bird, the snow, flowers blooming, how the soap in his bath is slippery, the feel of his new shoes and countless other events), or when he has learned a new skill (dressing himself partially, climbing stairs one at a time, stacking blocks, scribbling lines on a big piece of paper, etc.), then give him your attention and your praise. Sometimes you give him words ("Hey, that's great, John!")

Sometimes you give him a big hug. Sometimes you give him a smile. Sometimes you simply give him your time by getting involved in what he's doing at the moment. When you give him things like this you are rewarding his positive behaviors. The experts know that those behaviors which are rewarded consistently are precisely the behaviors which become fixed. So above all be sure to reward positive behaviors.

All of these principles boil down to one general principle: Reward positive behaviors, but do not reward negative behaviors. Every time we can get a parent to understand and use this general principle we know we have made a giant step forward.



Some Negative Behaviors and How to Handle Them

The Chronic "Whiner." Some children seem to whine all the time. Nothing ever pleases them. They will whine for an ice cream cone. When the obedient parent rushes up with the ice cream cone he will whine that the flavor is not right. When the still-obedient parent rushes up with the appropriate flavor, he will whine that it is melting and sticky. No matter what the parent does, it does not please the child.

Whining is a negative behavior. If parents consistently reward whining behavior, they will produce a chronically whining child. If parents consistently ignore the whining, then it will stop.

"Temper Tantrums". What do you do about the child who screams, rolls on the floor, kicks and bites? Temper tantrums certainly are negative behaviors. Our general advice is that you ignore them. Now we realize that when you see your child having a temper tantrum it is hard to ignore him. At first, when you try to ignore him it may drive you up the wall. But be patient. If you ignore his tantrums you are not rewarding them. If, on the other hand, you get involved in his tantrums, or if you try to stop

them, then you are rewarding him for having tantrums. So you are rewarding another negative behavior. So don't pay attention to his tantrum. In this way you take away the reward and you'll be surprised how quickly he stops having tantrums.

Other Negative Behaviors: By now we hope you have got our main points. Some children use negative behaviors to manipulate their parents and to get rewards. Our general advice is that you ignore negative behaviors and that you reward positive behaviors. There are some other negative behaviors to which this general principle applies. Some examples are:

1. The "sulky" child. This is the child who withdraws from any challenging situation. He will not try. We suggest you ignore his withdrawal, but at the same time you should insist upon his trying his best, even if you must "put him through" or "force him through" given tasks.

2. The "clinging" child. This child is too dependent upon his parents. He cannot do anything by himself. Our advice here is to ignore his dependent behavior, but at the same time make him do things on his own. What we are really saying is that you should push him away from you and start to make him independent. In this connection, you should reward his independent behaviors while you ignore his dependent behaviors.

There are other negative behaviors, but we've run out of space. In any case, the principles are the same. So, use our good principles in dealing with negative behaviors.



Language Learning Games

Materials: Silver-foil pie plate, knitting needle, cotton ball, toothpick, ring, necklace. Once Youngster is familiar with each of these items, explain the rules of the game: "I'm going to describe something on the table. When I tell the story

about it, you must find the object on the table." Samples:

"What is short and sharp?" (toothpick)

"What is soft and white?" (cotton ball)

"What is long and sharp?" (knitting needle)

"What is round and shiny?" (pie plate)

"What fits on your finger?" (ring)

Another game is called — "Which ones go together?" This is not just an oral language experience. It helps a child formulate relationships and associations. Materials: Handy household and clothing items which have something in common, such as their use, but which also have basic differences:

Kleenex — handkerchief

cap — hat

pen — pencil

comb — brush

fork — spoon

shoe — boot

glove — mitten

glass — cup

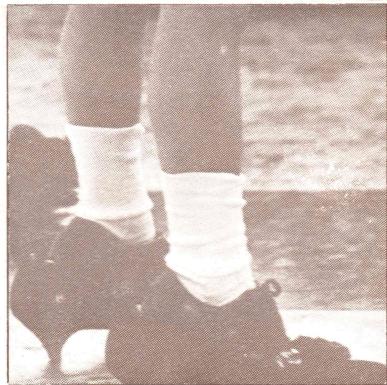
You select one item and tell Youngster, "Find the one that goes with it." When she makes the selection you can ask, "Why are they alike?" and "Why are they different?"



Dear Growing Child

"... we adopted a Vietnamese orphan. As new parents we were excited and nervous but knew that we could provide a warm and loving atmosphere. One of our major concerns, however, was how to provide a stimulating environment for physical and mental growth. I had taught so very many children with perceptual difficulties and was always quite perplexed and deeply troubled by their problems. I read and re-read all the books I could find on early child development but it was not until I read *Growing Child* that I knew we had found a practical answer to our many questions."

Joannie L.
Elbert, CO



Next Month

- Sex Education
- Foreign Language Learning
- Don't Get Uptight
- Dental Health
- Shoes

Growing Child®

5/87

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Growing Child®

3 Years
8 Months

Milestones

Here are some milestones for the 42-44 month old Youngsters. In the area of social-emotional development, Youngsters of this age:

(1) Enjoy music and are beginning to really carry a tune and move to rhythm.
(2) Demonstrate cases of Imaginitis. They tell tall-tales which are not lies but are products of a vivid imagination. Sometimes they become so carried away they are unable to separate fantasy and reality. (This is why some TV shows can be frightening and should be avoided.) Have you heard about any imaginary friends or pets? They are nothing to worry about—they are a security device which will vanish in time.

(3) Have a strong need for companionship. In contrast to earlier this year when they played alongside others, now they play cooperatively with a true ability to interact with others—to wait, to take turns, to share, to accept alternative or substitute toys.

(4) Loves everything, a Golden Age for parents and child. Enjoy it because the four year old is different.

(5) Tolerates delay and is developing self restraint and internal control of behavior.

(6) Boys take pride in their penis and like to show it off to friends and parents. Girls may need to have their self-esteem built up by explaining to them that while only boys and men have a penis, girls and women have a uterus, something boys do not have.

In the area of motor development, Youngster:

(1) Tiptoes at least a distance of 3 yards.

(2) Runs smoothly, speeding up and slowing down, negotiating curves without difficulty.

(3) Walks stairs by alternating feet.

(4) Jumps 12 inches.

Characteristics of children's language at 43-44 months:

(1) They are curious and ask why and how things happen.

(2) They grasp number concepts of one and two. However, their counting is rote and because it is rote, they leave out some numbers and aren't even aware of their omissions.

(3) Their vocabulary is 1000 and more words.

(4) About 80% of everything they say is intelligible, even to strangers.

(5) The grammar used in their speech is becoming more complicated and resembles that of adult conversational language, although mistakes still occur frequently.



Dental Health

There is increasing evidence that flouride in the water supply has been an effective means of strengthening teeth and reducing cavities. Unfortunately not all water supplies have sufficient flouride, naturally. There are simple tests to determine if the amount of flouride is sufficient, and the right amount to bring the level up to a degree sufficient to improve dental health, according to Dr. Frank Falkner.

In Great Britain only three million people are supplied with flouride-treated water and dental ills appear to be Britain's most widespread health problem. In a recent study one-third of all the adults in England and Wales

had no natural teeth left. It is estimated that 25% of 5 year olds will have to wear dentures by the time they are twenty.

Flouridated water and its substitute, flouride treatments, are not the only answer to prevention. Regular tooth brushing, good and varied diets with a minimum of candy and soda pop, and regular dental check-ups will offer growing children the best chance to have excellent dental health.

Many people tend to ignore young children's teeth because they are "baby teeth" and will fall out anyway. But decay in baby teeth is a signal that the child is susceptible to continual decay, and therefore an important reason for regular check-ups.



Discipline

We've talked about discipline many times before. Discipline is a word that is often associated with a child's bad behavior. It usually involves punishing the child for the behavior with the hope that he will not do it again.

There is, however, another form of discipline that parents can teach their children. This type of discipline has to do with controlling one's own actions so that you are able to reach certain goals and rewards such as making the honor roll or succeeding in sports.

Parents frequently ask, "When do I start disciplining?" or "How do I discipline?" You start disciplining a child as soon as he can understand why you are doing it and learn from the experience. The earliest age is about 1½, although some children may be nearer 2 before they really respond.



Let's talk about a few examples concerning discipline in a young child. First, be certain that the behavior is bad enough to justify disciplining. A good example of such behavior would be if your child ran into a busy street each time you let him out of the house. Since the results of being hit by a car are quite serious, this kind of action has to be stopped. How you discipline him varies a great deal. Some children have very sensitive feelings and respond to a simple "no-no." Others require a tap on the hands or seat. Remember, however, the punishment should fit the crime. So, don't use your most forceful methods for minor misbehaviors such as fighting with brother or sister or not sharing toys. Save it for the really serious problems or it won't work when you really need it.

The other type of discipline is a little more difficult to teach. It involves training your child to control his behavior, desires, and emotions in order to reach a certain goal. That goal might be good grades in school, success in sports, arts, or a craft. All of these things require discipline. Many times a child may be very talented but not have the discipline to train for the thing he desires. At the same time, a less-talented child may reach the desired goal because he has been taught how to discipline himself.

Self-discipline becomes even more important when your child becomes a young adult. It is the disciplined teen-ager who can successfully resist the attractions of drugs, skipping school, and other forms of juvenile delinquency.

How do you teach this second form of discipline? Well, you start as early as you do with the first type. You encourage your child not to give up on a task just because it is hard or long. You show by example that practice and working pays off with increased rewards. These rewards have to be readily seen at first so they have to be in the form of praise, a favorite treat, extra allowance, etc. Later the reward of "doing well" is all that is needed.

So, remember both types of discipline—the first type that keeps your child out of trouble, and the second type that teaches him how to live successfully. Both are equally important; both require you, as a parent, to teach them.



Foreign Language Learning

Many of our readers write to ask when a child should be exposed to a second language. These readers have felt cheated because they weren't offered the chance to learn a second language when they were young, and when they studied in high school, even for three or four years, they didn't learn enough to make that learning functional. We agree with our readers. Just observe other nations and we Americans sound like linguistic cripples! So, now is the time to expose Youngster.

You will be astonished when you hear the exquisite pronunciation and without moving to a foreign country! Young children imitate the sounds of any language well. In certain sections of the United States both preschool and elementary schools offer bilingual education which means receiving all of the learning in two languages. Most of these programs are in Spanish and English, developed as a result of The Bilingual Education Act of 1968. However, there are programs which include American Indian languages, French and Portuguese. Unfortunately

such bilingual programs affect only about 5% of young children and the majority of them are children whose native language is not English.

Perhaps many of our readers feel that a knowledge of a second language is unimportant. Indeed they reflect what has happened in higher education in the United States: the foreign language requirement is rapidly being eliminated both at the college and high school levels. For those who want a second language for their children, now is the time. You will feel less tongue-tied in speaking a foreign language if you join Youngster in a new adventure. Public libraries stock home-study courses as well as children's songs and stories about other countries which contain careful samplings of the other vocabulary. Games, songs and stories taught by a teacher fluent in a foreign language are by far the most interesting and fun experiences for learning that language. It is often possible to borrow a foreign student enrolled at the local college or hire a part-time individual who can come to preschool regularly for only this purpose.



Sex Education

A milestone is Youngster's interest in The Facts of Life. From now on you can expect questions, anytime and anywhere. Our best advice is to answer the questions simply but truthfully. Don't be deceived into thinking that children at this age want the whole story of sex and conception. They don't. But they do want a simple answer to their questions.

When they ask "Where does the baby come from?" tell them it grows in a special place inside the mommy. Then you should expect further questions like "How does the baby get inside or how does it get outside of the mommy?" Children have a natural curiosity—is there a

chance that the new baby was eaten by mommy and that's how it got inside her? Reassurance from you—"A seed was in mommy all of the time" will suffice.

As for how baby gets out, a conventional answer such as "When the baby is old enough to be born, a special opening for just this purpose is readied for baby to come out of," will be accepted. The role of dad does not usually arise for a few more months. Our concern is that the children's curiosity at this time is satisfied without burdening them with information beyond their understanding.



Recommended Reading For Youngster And Parent

Sex Education:

Answering Children's Questions or Oh No! What Do I Say Now? 1981. A series of eight one-page mini-lessons that encourage adult introspection and offer highly specific examples of situations likely to occur in most families. Invites parents to consider HOW they want to respond to sexual questions and behavior according to family values and personal preferences. Offers a range of appropriate possibilities. Examples include coping with street language, masturbation, sexual play, questions about sexual differences, where babies come from and sexual roles. Also available in a Spanish edition. For ages 2-6. To order send \$1.32 for each set of eight lessons to: Choice, Inc., 1501 Cherry Street, Philadelphia, PA 19102.

Did the Sun Shine Before You Were Born? A 44-page booklet by a leading sex educator and his wife, Sol and Judith Gordon. Written in the first person, this excellent statement provides parents with accurate material that they can read to their young children from ages 3-6. With

words and beautifully drawn illustrations, this booklet answers the perennial question, "Where do babies come from?" Explains intercourse in terms understandable to young children. Stresses family unity throughout. To order send \$6.84 to: Ed-U-Press, P.O. Box 583, Fayette, NY, 13066.



Why Is That Lady's Tummy So Big? by Katy Dawly, 1981. A 16-page booklet that provides the simple and precise answers preferred by young children. Explains basic sex questions about body parts and functions. Parents can read this straightforward treatment with their children from ages 2-6. Includes illustrations of male and female reproductive systems, thought-provoking questions for conscientious parents, plus developmentally sound suggestions about how to respond to sexual play. To order, send \$2.00 to: Choice, Inc., 1501 Cherry Street, Philadelphia, PA 19102.

Raising a Child Conservatively in a Sexually Permissive World by Sol and Judith Gordon, 1981. This book tells parents how to explain the facts of human sexuality to children of all ages. Written sensitively with authority and understanding, it offers a re-

freshing common sense approach designed to reassure uncertain parents who want to become more effective sex educators but don't know how. The suggestions--partly in a question/answer format--touch on all possible issues including what to say, when to say it, and how to approach teens who seem reluctant to talk or listen. The authors encourage parents to raise morally responsible children. They also invite mothers and fathers to make their teaching role easier by considering their own current ideas and values about the subject of sexuality. It encourages closer ties between parents and children and describes how to foster the all-important sense of self-esteem that forms a foundation for healthy sexual development. Index and extensive bibliography. To order send \$13.95 to Ed-U-Press, P.O. Box 583, Fayetteville, NY 13066.



What's Beautiful

There she is, wearing a purple hat with embroidered yellow rabbits, a red striped shirt, too-short dungarees that she refuses to part with, green socks and patent leather Mary Janes. Around her neck hang rhinestone necklaces. Smiling sweetly, she retrieves from under the table a large white plastic pocketbook. Here is Eleanor: Ready to go to the supermarket.

Do children just have bad taste? No, they have a childish version of adult taste.

We too feel more beautiful when we paint our faces, more powerful in boots and a broad belt, more adorable in frills, more courageous under a hat. Of course, we can put it all together better than a child--we can make an outfit, a "look" that becomes us, out of the bits and pieces that so strangely bedeck a 4 year old "lady." But perhaps there would be

less conflict over clothes between our children and ourselves if we could, in all good humor, observe that the human race dresses less to fit its outsides than to express its insides. And let children—with a little help—do the same.

It's not too hard to discover from your child what it is he likes about a certain shirt or socks. Just ask him. What is surprising is that it is most likely not the whole garment, but only a certain feature of it that appeals to him. It could be just an alligator applique on a shirt. Perhaps it is zippers that make him feel special, or pockets, mitten clips, hoods. Or maybe, to your child, it's how things fit that expresses how he feels about himself: stretch pants, leotards and skinny shirts that cling to his body, and show it off. Or the cloth itself: velvety or furry fabrics that make him cuddly, huggable. As you discover what separate features of clothes are important to your child, you may find it easier to satisfy both of you. Rhinestones only in a hairclip. Turtleneck shirts, but not that expensive turtleneck sweater. Dark corduroys, instead of black ones. Appliques, but ones you buy yourself to sew on shirts or a windbreaker you like better.

You may also find, working with the bits and pieces your child is so attached to, that it will all come together to say what your own child, inside himself, feels himself to be.



Games of Discovery— Problem Solving

Allow Growing Child plenty of time to explore the materials and consider the answers. Try not to provide the right answers.

1. Grid Game

Materials: An assortment of various items in 3 or 4 different colors. However, each item must be available in each of the chosen colors (plastic combs,

blocks, clothespins, tableware, cardboard or flannel cut-outs, geometric forms), plus a cardboard grid (lines drawn on paper, see below.) You place the items in a pattern on the grid:

	comb	triangle	block	spoon
green				
blue				
yellow				
red				

Now, hold up the blue triangle and ask, "Where does this triangle go?" Since there is only one slot, Youngster will surely have a success. Next, restructure the grid so there is a new arrangement and a different order of items. As Youngster meets the challenge, omit more than one item, increasing the number of vacant spaces and permit the selection of what's missing from a pool of objects.

Variations: (a) Cardboard shapes instead of objects. The shapes can be random or any designs you choose to trace.

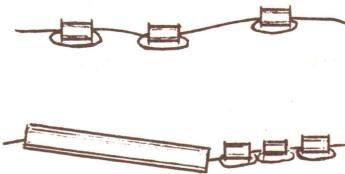


(b) Cardboard shapes of new colors: brown, grey, mauve, pink, etc.

2. Spool Game

Materials: Cardboard tube from a paper towel; a length of elastic string or shoestring; 3 spools of thread which are markedly different in color. Run the string through one of the spools until the spool is in the middle. Then loop the string over and through the spool once more in order to prevent it from sliding. Repeat the pro-

cedure with the other two spools, spacing them about 1½ inches on either side of the center spool. Now pull one end of the string through the tube just far enough to bring the front spool forward but not quite inside the tube. Example:



Tell Youngster, "See what's going to happen. Watch while I pull these spools inside the tube!" As soon as the spools are concealed inside the tube, stop and ask, "If I continue pulling the string, which color spool do you guess will come out first?" After the response, allow Youngster to pull the string in order to check for accuracy.

Next, take the other end of the string and pull the spools inside the tube again. Offer the second challenge: "Which spool do you think will come out first if you pull this end (the opposite end) of the string?" Again allow Youngster to check for accuracy by pulling the string.



Shoes

Shoes, shoes, what kind of shoes should I get for my child? This question is asked so often that there must be a lot of confusing information concerning the subject.

Actually, with the exception of those with "corrections", shoes do only one thing and that is to protect the foot. Therefore, they need only be worn when the child starts to walk and should be replaced as the foot outgrows them or wears them out.

The type of shoe is not as important as the fit. It is much better to buy a less expensive

shoe that fits, than to wait to replace a too-small shoe because it was "so expensive." You can check your own child's shoes for good fit by making sure that there is about $\frac{1}{4}$ to $\frac{1}{2}$ inch (thumb width) between the big toe and the end of the shoe and at least enough extra width to allow you to "pick up" a little leather between your fingers when you pinch them together over the widest part of the shoe.

Corrective shoes are seldom needed and should be prescribed only by your doctor. Such shoes are used to correct marked "toeing in" (pigeon toe), toeing out, and flat feet. The correction is usually done by putting a "wedge" on the outer or inner sole and/or heel and/or using an arch support. These corrections force the foot to take a more normal position. Because of this force they are sometimes prescribed in a high-top shoe since this model provides a little more support and is more difficult for the child to remove. This type of shoe is not necessary for the normal child after he has been walking for 3 to 4 months.



Barefoot walking is not harmful under normal circumstances. Even children wearing corrective shoes should be allowed the privilege of going barefoot once in a while during warm weather. Such breaks in the routine will do no harm and may do a great deal of good from an emotional standpoint.



Don't Get Uptight

All of us who write for *Growing Child* have a constant and nagging fear. Our problem is this:

Each month we give you all this good advice about the best way to raise your child, but at the same time we know that you cannot possibly do all the good things we suggest. What we worry about is whether we are driving you up the wall. Do you feel guilty if you do not do all the nice things we write about? Are you biting your fingernails when you think you've made mistakes in raising your child? Are you banging your head against the wall when our monthly newsletter arrives? If so, please take heart and be of good cheer. All parents make mistakes, but no one mistake or even no group of mistakes is all that important. You can make many mistakes and still have a perfectly normal child.

Dr. Jersild, a highly respected authority on child development, tells us that the child is a highly resilient creature. This means that any child can take a lot of abuse and still survive. But there is a most important "if" in this general principle. The child can absorb many of your mistakes and even abuses if you are always trying to help your child. No matter what you do and no matter how many mistakes you make, your child knows whether or not you are trying to help him. Dr. Jersild tells us that the child knows when you are trying to do something for his own good. How or why he knows this is a great mystery. The important fact is that he knows.

The real question you must ask yourself is this: Am I really trying to help my child? Or am I only trying to help myself? These are really soul-searching questions and the answers are not all that simple. Let me give you an example from personal experience.

Some years ago I was a Presbyterian pastor in a city in Tennessee. I was also the father of five children. In trying to guide the behaviors of my five children I kept telling myself that what I

was trying to do was for their own good. And then one day I did some real soul searching and admitted to myself that my main goal had nothing at all to do with the best development of my children. What I really was trying to do was to shape their behaviors so that they would look and act like I felt the children of a proper Presbyterian minister should look and act. This experience produced a most devastating effect on me. I realized that I was trying to get my children to do what I wanted instead of what was best for them. From that date to now I have been a much different father.

We are not saying that the good advice in *Growing Child* is not important or that it does not matter how you raise your child. What we are saying is that you are human, we are human, and we all make mistakes. The main thing is that we do not want *Growing Child* to get you uptight over how you are raising your child. If you get uptight then even the best advice about child raising will do you no good. You must provide a relaxed atmosphere in your home; above all else your child needs a relaxed, even happy-go-lucky atmosphere.

You can never do the right thing all the time. You are human and you will make mistakes. But don't let your mistakes make you feel guilty. Instead, we suggest that you roll with the punch. Admit that you're human. Know that human beings make mistakes. Then get up from the floor and give it the old college try again. In the process you may manage to hang onto your sanity. Above all, hang in there!

Let me level with you. The occasion for this article was a very long letter from a mother who was very uptight over what she thought were her inadequacies as a parent. In page after page she told us how she was not a good parent. It was obvious to us that so long as she had all

these negative feelings about herself, she was not able to provide the proper atmosphere for good child raising practices.



Our message to you can be delivered in one word: Relax. Enjoy your child. Realize and accept that you will make mistakes. If you can provide a relaxed atmosphere for your child to grow in you will give him a beautiful gift.

The news media often gives a most unbalanced view of early childhood experiences. In reporting the death of President Kennedy and surrounding circumstances the news media dredged up the early childhood experiences of Lee Harvey Oswald. It seems that he did not have the best in early childhood experiences, and that his mother made many mistakes in raising him. But what the news media did not report was the fact that some several million kids had identical problems in early childhood—and still they did not become assassins.

So, don't get uptight when you read *Growing Child*. Relax and enjoy your child.



Magic In A Bandaid

When you run out of band-aids—watch out! Your child may scream hysterically as if he were fatally injured and you can only find some itsy bitsy knee scratch that doesn't even need a sterile dressing. What's it all about? Not germs. And not just frustrated desire for that bandaid Badge of Courage. This is catastrophe. It's catastrophe because of the child-like ideas

children have about their bodies. You know that blood clots; you know skin repairs itself; but do you know, as children do, that bodies are *hollow*, filled with blood sloshing around? What happens to a punctured balloon, to a torn teddy bear? They know—everything comes out. Unless, of course, you have a bandaid.

Children make convincing observations: A broken cup breaks to bits, a broken toy car cannot be fixed—what happens to a broken leg? Typically, toddlers don't yet have these odd fears; it is only after a child has drawn conclusions about many others objects that he "understands" his body by analogy and realizes he might "lose his stuffing" or break a leg (into pieces).

Strong fears require strong magic (or *medicine* as the Indians called it!). And band-aids are magic; they *make* the scrape better, they don't just keep it clean until the wound heals itself. (And don't we tell children, "Come here, I'll kiss it and *make* it better"?) Simple-minded perhaps, but simple to understand. Try not to run out of band-aids—children need them even when their little scrapes and scratches don't.



Dear Growing Child

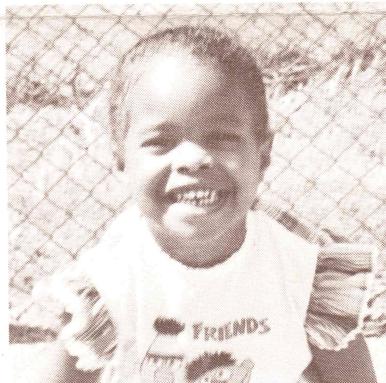
"I am a great fan of Growing Child and I thank you for publishing the Parent's Encyclopedia in paperback. It's terrific!

I would like to purchase several copies of it for gifts . . ."

Barrie S.
Glyndon, MD

"Your newsletter is fantastic and really ideal for bungling "first" parents. Both my husband and I thoroughly enjoy every word and excitedly carry out the simple yet practical ideas that you suggest."

Frances S.
Philadelphia, PA



Next Month

- Learning Where the Fences Are
- Going on Four
- Handling Anger
- Making Music

Growing Child®

7/85

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Growing Child®

3 Years
9 Months

Going On Four

You have lived through the "Terrible Two's"—hopefully with your sense of humor intact (!) and with an appreciation of all the amazing things your Growing Child has learned during that somewhat hectic period. Three has been a much calmer time because Three is better able to communicate her confusions, has learned that "yes" is usually more productive than "No!" and has been busy expanding and consolidating her discoveries while a Two.

Now your child will be reaching toward her fourth birthday. For most children the year between the fourth and fifth birthday again becomes turbulent. As Two began trying to separate self from Mother and move toward more independence, Three consolidated that separation. However, Three does not yet separate self as a person from self and her belongings. My and mine have remained important words because my and mine are still almost synonymous with I and me. At the same time Three is generally sociable and full of questions: "What (is) that?" "Who (is) she?" "Where is _____?" As language expands Three learns much more about her world and becomes socially agreeable and willing to participate in family routines.

Four will again be reaching for more independence. She begins to play cooperatively and well with other children but as she strives to build her own self-image she often wants her peers (or anyone else) to do things her way. She develops sudden new and strong likes for some foods, for some people, for some toys or playthings. Then just as suddenly she shifts. The "best friend" of yesterday is suddenly ignored.

The dress, pants, shirt she adored yesterday are now abandoned in favor of something she sees on an older child.



Four is intense in her likes and dislikes. She seems to immerse herself completely in one thing or another, sometimes to the exclusion of all else. Four may role-play just as intensely—rejecting her own name in favor of a new name related to her role-of-the-moment.

Why does she seem so unpredictable, so changeable? To put it very simply, Four is exploring again but this time she is not exploring space or objects and their qualities. Now she is exploring herself. It is almost as though she "tries on" different characters or personalities to find the one that is really "self".

Yet while she tries out new "selves" she continues to need the security of a stable environment. Thus she may react strongly and negatively to a family move from one place to another, to rearrangement of furniture, to the introduction of a new food. Routine and non-changing familiar surrounds are Four's anchor. As a ship at anchor may change position with any change of wind direction but remains secure, so Four needs the predictability of routine and

home to keep herself anchored while she explores herself and her relationship to others.

So, be her anchor but swing with her and help her play her games. Remember, she is learning, she is developing her imagination and she is, while finding out what it is like to be someone/thing else, usually behaving appropriately for the role she is playing. If you can be flexible, understanding and reasonably accepting of her "try-outs", you will be amused, enchanted and amazed.



Genital Touching

Masturbation is a highly-charged area for many open-minded adults who are otherwise at ease with sexual subjects. Often it is associated with a sense of guilt and shame and with painful memories of parental condemnation. Nevertheless, masturbation, or, to be accurate, what we often mistakenly call masturbation, is a behavior most parents could learn to deal with in a more positive fashion.

The dictionary defines masturbation as production of an orgasm by excitation of the genital organs. Since most prepubescent children do not achieve orgasm, it is more appropriate to give this activity a new and milder name—genital-touching or self-stimulation, for instance.

It is a fact that all children, male and female, engage in self-stimulation at some time or another. All children crawl, play with their toes, scribble, sing silly songs to themselves. Parents find these latter activities normal, even delightful. Well, genital-touching is an equally normal involvement.

In the natural course of ex-

ploring the body, a child discovers that touching genitals creates a pleasurable sensation. He may use his hands or he may rock or rub against a favorite teddy bear or blanket. The effect is the same: it feels good. Of course, he wants to repeat the experience. He finds that self-stimulation is sometimes a satisfying way to go to sleep and soothe himself when he is feeling tense.

How should a parent react to a child's genital-touching? Calmly and purposefully. Let him know in an easy-going way that you know what he is doing, then—with the following two exceptions—forget it.

First, if the child tends to touch his genitals in public—during rest period at preschool, or story hour at the library, for instance—make him aware that this activity is best considered a private matter. To fail to make this clear would be to leave him open to possible outside contempt and derision. Deal with the subject in a casual, matter-of-fact fashion as you would a commonplace of etiquette such as not chewing with the mouth open or saying "excuse me" after a burp.

Second, there is cause for concern if the child engages in "excessive" self-stimulation. Self-stimulation would be considered excessive if it interfered with the child's normal everyday life, if he would rather do it than take part in other pleasurable activities.

A child who touches his genitals excessively may have been too often left to his own devices and has learned to depend upon himself for most of his mental and physical stimulation. He may feel hurt and neglected and is engaging in genital-touching simply to comfort himself. He may be trying to convey anger and frustration through an act he has learned can shock and distress.

In any case, genital-touching is a behavior that is learned.

The vital thing to remember

is this: self-stimulation or even masturbation cannot hurt a child but the fear, guilt, and anxiety induced by inappropriate or excessive parental reaction can. Even if these reactions do induce the child to stop touching his genitals, he will have to find new outlets for those tensions he cannot otherwise handle. More likely, he will continue to stimulate himself secretly, and with guilt. In either case, the negative feelings he will develop about himself and his body may seriously impair his future sense of self-worth.

Dealing with genital-touching can be for many parents an exercise in that most difficult and exciting of parental duties—allowing the child a right to his own privacy, letting him live his own life.



Organizing in Time & Space

A necessary skill for school success is the development of a structured world—in space and time. Young children organize time on the basis of important events which happen to be repeated. Some events like birthdays or Christmas occur only once a year while eating and shopping are daily and weekly events. In any case the regularity of unique and interesting as well as ordinary events help children acquire an internal clock about when things happen.

At this age Growing Child is ready to participate in planning for events. Such planning for and anticipation will teach two



related time concepts: The present and future are separated by

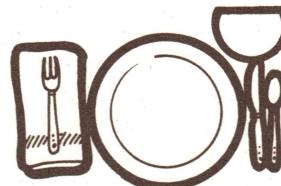
time and there is a need to wait if one's desires and expectations are to be met.

In some learning-disabled school children we observe youngsters whose time world is fuzzy. They can be heard to ask "When are we going?", "How soon will we be there?", "Is it Sunday yet?" often over and over in spite of having received adequate answers to their questions. Their clock is set by the outside world rather than being internalized. Activities to prevent faulty or inadequate time organization at the preschool level begin with the world of work, fun and games and family recognition for suitable behaviors. Let's examine examples of each.

Each day the table has to be prepared for eating. Perhaps we adults are so involved with the mechanics of cooking we forget about how the table looks or the fact that it frequently looks the same. Involving your child in the making of place mats may help to contribute to the aesthetic aspects of dining as well as teach the regularity of this event.

How to make place mats? Construction paper (12" x 18") comes in many colors, is absorbent and is readily available. Substitutes are desk blotters (often given away without charge by college book stores), posters which are discarded advertising, and shelf-lining paper.

Procedure: Have Youngster trace a place-setting on the construction paper.



It is a challenge to select the proper places for napkin, fork, plate, knife, spoon, and then one-by-one trace out each on the paper. Some of the bonuses: It is a language-learning experience—parents are certain to comment about placements such as the glass is ABOVE the knife, the fork is on the LEFT of the plate, the spoon is NEXT to the knife.

We don't expect Youngster to use these terms correctly at this age, but we feel that exposure is essential if they are to be learned. Direct experiences such as manipulation cements association between word and space characteristics of LEFT, ABOVE, NEXT, etc. Perhaps this may appear irrelevant now, but when Youngster discriminates "ball and stick" letters of the alphabet (p, g, q, d, b) the only difference between them is their position in space—sticks which go up, sticks which go down or balls which are to the LEFT or RIGHT of the stick. Youngster needs to learn by using his hands, so that these directions and the words used to describe them are translated later into operational skills such as reading, writing and arithmetic.



To go back to our initial issue, TIME. Some everyday activities of daily living such as dressing or bathing involve the sequencing of events in time. Children who dress themselves, occasionally put shoes on without socks or they omit underpants because they have not followed the conventional order. Discovery of an omission or error is a learning experience. Equally valuable is the planning and ordering, in advance, of what clothes to put on and in what order. Say we tell Estelle to select what she would like to wear tomorrow. Then she orders these items in a row on the bed: what comes first, what comes next, what follows this, etc.



shorts shirt sock shoe pants shirt

Songs that have a theme which is repeated have always been popular with young children. "The Farmer In The Dell" is an example. The story unfolds in a sequence while there is a constant, the farmer, who makes decisions about whom "to take." Other rhymes and rhythms have the same role — to teach about events in time. The Dr. Seuss books often don't make a lot of sense to young children but they like the beat, sounds which occur in patterns through time.

We'll be saying more about temporal learning in future issues.



Recommended Reading for Parents

The Practical Parent, Raymond Corsini and Genevieve Painter, Harper and Row Publishers, NY, 1976.

We like this book because it supports what we have been trying to convey to parents, namely that children must become responsible for their own behavior. We want children to solve their own problems and not be serviced by their parents. The authors suggest a variety of ways to prepare children at an early age for functioning effectively in this big world with maturity and independence.

Hold Them Very Close, Then Let Them Go, Richard Rober-tiello, The Dial Press, NY, 1976.

This very necessary book written by a psychiatrist discusses two periods in the preschooler's life—0 to two years and two to four years. He reinforces parents in their desire to be themselves and not subordinate their own feelings and needs to those of their children once they are in the second period.

His message is honest and real—parents should not be afraid to put their needs ahead of their children's needs at certain times.



Handling Anger

How do you and your Grow-

ing Child handle your anger? Everyone is born with the capacity to feel anger. Our culture tells us that decent people don't display their anger, and consequently we work hard to conceal our feelings. But we can't conceal the body changes that occur: blood pressure rises, heart beat increases, blood vessels expand, and bingo, a massive explosion of energy!

How we handle that explosion is related to how we were raised by our parents. Some families practice physical punishment; they hit, beat, slap, kick or use even more abusive attacks. Other families tend toward verbal punishment; they use name-calling, sarcasm, yelling. Still other families suppress and repress their anger. It is still there, however, in the form of headaches, asthma attacks, itching, insomnia.

Surely there must be a better way. Let us first consider two things:

(1) Acknowledge that anger exists, it is a human characteristic. It's all right to be angry with Youngster and Youngster can be angry with you.

(2) Agree that it is not acceptable behavior to insure someone as a result of anger. Anger is an emotion. Aggression is not an emotion, it is an action.

Now let us examine alternative techniques for helping ourselves and Youngster handle and redirect anger.

(1) Talk about the anger. It's okay to admit how furious you are. Tell Youngster, "I'm angry when I see those crayon marks on the wall. I am furious. I have to have to clean up that mess." Or, "I know it makes you angry when I have to do this" as you deprive the child of a treat. Talk about emotions and forget about the explanations at this age.

(2) Emphasize feelings rather than the behavior provoking anger. To do this you have to use statements which begin with "I feel as if . . ." "It appears to me that . . ." "I feel upset when

..." instead of employing words which attack and hurt, such as "You always..." "You never..." "You can be a..." "You are..."



(3) If you have to yell, yell something significant such as "Run for your life so I won't hit you!" rather than using curse words that tend to linger in our memories long after the episode.

(4) Avoid anger-producing situations. We often ask questions when we know they will produce the opposite of our wishes, and then we become angry. Instead we should not ask such questions, "Do you want to go to bed?" because we can anticipate what the answer will be.

(5) Seek strategies together. Encourage Youngster to generate ideas and offer a solution. Usually the idea will work better if Youngster offers it. Perhaps the anger has gone beyond the talking stage and things appear volatile. Then it's time to use action in a meaningful, non-harmful way. Punch or kick the bag (a laundry bag filled with crumpled newspaper or sawdust).



Ecology Again

What to make from what you have at home:

(1) Necklace. Materials: button, yarn, (or shoestring), various types of pasta, blunt-tipped plastic needle or yarn needle.

Using yarn (or shoestring) with the desired length, tie a button at one end. Then string the pasta on the yarn, alternating different kinds (or other stringable "treasure") to make a pat-

tern. Tie a big knot to hold the pieces in place; finish off with a slip knot.

(2) Making a Print. Materials: Potato, knife, brush, sheet of white paper, 2 colors of paint. When you find your potatoes or carrots are too aged or soft to eat, cut each in half. On the flat side of one half of the vegetable, cut out random curves or shapes. (The pattern which emerges will be made by the raised bits of the potato which are left and not the shapes you have cut away.) On the other half or halves cut out different shapes.

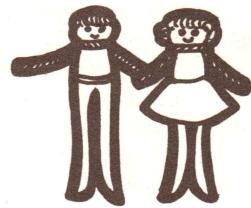


Next, paint the raised bits of each half with a different color. Now print the pattern on paper. (3) Making a Mask. Materials: Discarded paper sacks (DO NOT use plastic bags!), scissors, glue crayons, wool. Place the paper bag over Youngster's head in order to determine where to make the holes for eyes and mouth. Remove and cut out the holes in the appropriate place. Have Youngster decide what face is to be made. Use wool or cotton for hair, beard, moustache, eyebrows, etc. Crayon in the nose, ears and other features. Finally, put on the masks and start to act!



(4) Clothespin Figures. Materials: Wood peg-type clothespins, scraps of fabric, beads, and other discards, powerful glue, pipe cleaners, black felt-tipped pen.

The pipe cleaners serve as arms and as a base onto which you may glue bits of fabric to serve



as clothing. The felt-tipped pen is used for facial features, hair, etc.



Working/Non-Working Mothers

Many individuals in our society equate mother employment with maternal deprivation. Yet unlike some other societies, our society does not compensate mothers for caring for their own children. Nor do we define mothering as an occupation.

It is reported in the press that economic pressures are making the non-working mother an oddity, especially in the cities. Smaller families, simplified home-making, longer life and a desire for further education are other reasons for mothers to leave the home before their children enter school. In the past a lack of adequate child care in the community and expectations that the mother had prime responsibility for homemaking and child rearing have combined to produce guilt feelings in the mother who went to work. But things are changing!

In a review of research, specialists did not find that maternal employment had an adverse effect on children. And there was no clear-cut evidence of maladjustment in children of working mothers nor of more favorable development of children of non-working mothers. Many experts express the opinions that when a mother is satisfied with her career, the positive attitude rubs off on the children. It appears that the working and non-working mothers who are satisfied with their lot make the better mothers, while those who remain at home or are employed against their preference have the

most child rearing problems. Simply enough there is no reason for parents to experience conflict between their own interests and their children.



Learning Where the Fences Are

This is a true story. A little pre-school girl once said to her mother, "Jane's mother doesn't love her." Her mother, rather surprised, asked, "Why do you say that?" The little girl said something like this: "Because her mother never corrects her. Her mother lets Jane do just whatever she wants to do."

Now this pre-schooler's statement of the case is most perceptive. What she perceived was that Jane had no boundaries on her behavior. Jane was quite free to do whatever she wanted. Her parents allowed her complete freedom. They never corrected her.

Let us hasten to say that we are not against freedom. Indeed, if you have read *Growing Child* to date, you must have realized that we are very much on the side of freedom for your particular child. We want him to have the freedom to explore his environment. We want him to have the freedom to move, touch, smell, hear, talk, and do all those exciting things which put him in direct contact with the great big world around him. Yes, indeed, we believe in freedom for your child. But there is another side to this coin. Your child also needs structure. And only you, as parents, can supply the structured freedom which your child needs.

What does this strange term, structured freedom, mean? Perhaps a concrete example may help. At this age it is important that your pre-schooler do a lot of scribbling. He or she should have many crayons or pieces of chalk or magic markers or pencils, and he or she should have much freedom to just scribble. This promotes eye-hand coordination, and eye-hand coordination is a very good thing. If your pre-

schooler scribbles a lot at this age it will help his or her reading or writing abilities later on.

At the same time Junior needs to learn that scribbling can take place only in approved areas. He may scribble on the chalkboard, on this kind of paper. We even suggest that you paint one wall of his room with green chalkboard paint, and that he be given the freedom to scribble on this wall. But there are other places in your house where scribbling is not permitted. He or she may not scribble on the living room walls, for example. It is in this way that you provide what we call "structured freedom."

This means that your child has freedom to scribble (or do other things), but that you set boundaries on his freedom. On the one hand your child must be completely free to explore his world. On the other hand he must learn that his freedom is not absolute but is restricted by the restraints which you impose.

Someone has described the process of growing up as "learning where the fences are." By "fences" he means the restrictions upon our freedom. When we are very young the fences enclose a very small area. As we grow older the fences are moved back, so to speak, and they enclose larger and larger areas. Two things are important here. The first thing is that within the fences your child has absolute freedom. He is perfectly free to do his own thing. This way he learns to exercise his freedom. The second thing is that there are fences, and it is up to you to teach him about them. He must learn where the fences are. He must learn what is permitted and what is not permitted.

In learning about the fences your growing child really learns that you love him. If there are no fences then the child learns that he can do whatever he pleases. But this causes frustration. The point is that he wants to know where the fences are. This bring us back to the true story with which we began. Jane's

mother doesn't love her because she lets Jane do whatever she wants to do. Out of the mouths of babes and sucklings comes great truth!

The point is that Jane's mother has failed to define just where the fences are. Jane, like all children, needs to know. If there are no well-defined fences, then Jane will be frustrated and feel that she is not loved. It's as simple as that.

So we ask that you provide loving fences. A loving fence is one where your growing child knows where the boundaries are. At the same time, he also knows that inside the fence he is free, he can do his own thing. But to do this he must know where those fences are. So give him his freedom while you teach him about the fences.

The person who described growing up as "learning where the fences are" also noted that even when we are fully grown we still have fences. As adults we still have to cope with restrictions upon our freedom. Every stop-light on every street is a restriction upon your freedom; it is a fence which limits the area in which you are free to do as you please.

Since adults must cope with fences, it is important that preschoolers begin the important task of learning about the world of fences and freedom.



Making Music At Home Or At School

1. Finger Games. "Put Your Finger In The Air" (Woody Guthrie).

Put your finger in the air,
In the air.
Put your finger in the air,
In the air.
Put your finger in the air,
And just leave it there.
Put your finger in the air;
In the air.

Variations: Put your thumb, index finger, middle finger, ring finger, pinky, in the air.

2. Circle Game — an activity designed to reinforce the family

constellation. (Rhythm—"Johnny has one friend").

The children pretend to be Johnny's brothers and sisters and join him in the center of the circle as everyone sings:

Johnny has one brother,
one brother, one brother.
Johnny has one brother,
Johnny has one.
Johnny has one sister, one
sister, one sister.
Johnny has one sister,
Johnny has one.

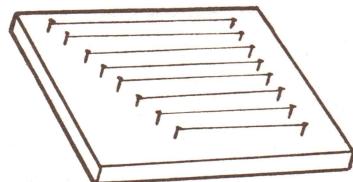
Change the song to correspond to each child's particular brother or sister.



3. Musical instruments. You and Growing Child can make a simple string instrument, guitar or ukulele, with the following materials:

rubber bands
block of wood
nails (Brads)
hammer

Procedure: (1) Draw a circle where each nail is to be hammered. The placement of the nails makes the pattern appear like an inverted pyramid.



(2) Allow growing child to hammer in the small nails. (You will have to start the nails in order to keep them straight).

(3) Place the rubber bands around the nails. (It is possible to make the instrument with string also.)

Now Youngster can pluck the instrument and make sounds. Not only is it pleasant but

growing child will discover the fact that the particular sounds are related to the length of the rubber bands!



Secret Spaces

An upside-down armchair, a hidey hole behind the drapes, deep places in dark closets—secret spaces. Do you remember? Our open modern tastes have robbed our children of giggle places. Here is a simple recipe.

For one to four children:

½ dozen 3" C-clamps (available at hardware stores)
One bunch old sheets or blankets
Hours of time
A pinch of freedom
No scolding

Show children how to put blankets over table edges, chair tops, bed ends, and how to keep them in place by tightening the clamps over both blanket and furniture. Leave the room. The rest of the cooking's a secret.



Dear, Growing Child

"I want to thank-you for a very special publication! I've received more honest & helpful information from you folks than any other source—(& I've read quite a lot of books & magazines on child growth). The most important difference between Growing Child and other information is love—you never forget to let love & concern for little ones lead the way. I really appreciate Growing Child! Thank you."

Becky K.
Dallas, TX



Next Month

Surprise, Surprise!
Fun & Learning
in the Kitchen
Sibling Rivalry

Growing Child®

1/86

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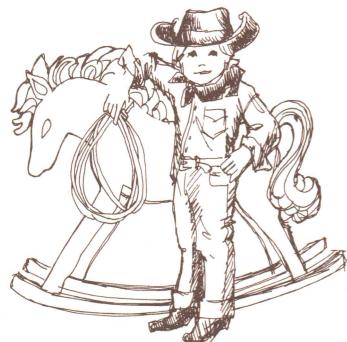
Growing Child®

3 Years
10 Months

Surprise, Surprise!

Yesterday you had a willing helper. Suddenly today you have a Big Bird, a cowboy, a serious little nurse or doctor, a ballerina, an astronaut! "Joey" may suddenly not be "Joey" but Kung-Fu or Billie Joe, or Roscoe or almost anyone. Naturally this person will not answer to the name Joey—and the stage is set for confrontation.

Don't fight the problem and insist that Kung-Fu (or whoever) come when you call Joey. Instead, call Kung-Fu or whatever the new name is. Play the game. Use your imagination. Why should Kung-Fu comply when the request is, "Joey, come wash your hands for lunch." Try to put yourself in the child's place—what would the new character respond to?



Is he a cowboy? Then the kitchen is the chuckwagon. Is he a spaceman? Then offer space food. A pony? Offer the feedbag. A King, Queen, Prince or Princess? A formal dish for His/Her Majesty!

Four's imagination and information is very concrete and his behaviors will reflect the role with which he is experimenting. So go along with your "stranger" and explore with him. Help him model his behaviors toward the

best behaviors appropriate for the role. And relax—have fun! In a few days Joey will be back—until the next personality trip.



Fun & Learning in the Kitchen

Some of the happiest, most pleasant hours you spend with your child may well be in the kitchen. The taste, touch, sights and smells of making good things to eat conspire to appeal to all your youngster's senses. And the results of this activity provide almost instant gratification and feelings of success.

The kitchen is a place where Junior or Joan can perform real work. When she is preparing food, she is not pretending to do something—she is actually doing it. And when she is finished, she will have something tangible and tasty to show for her efforts—something that will give her the very real sense of achievement she needs. Your child now loves to feel important and show how smart she is.

There's a lot more to cooking, however, than a satisfying afternoon with Mommy or Daddy. Cooking is an ideal way to learn by experience. It involves the entire child—muscles and senses, intellect and emotion, individual growth and social interaction. Although at forty-six months your youngster is still too young to grasp abstract mathematical concepts, cooking provides a concrete foundation for these concepts which will be understood later on. Cooking involves amounts, fractions and measures. It involves such concepts as in, out, smooth, lumpy, hard, soft, hot and cold. And it involves structure and order.

That is why it is so important that you read recipe directions aloud to your child. By doing this, she learns to follow a sequence. Step by step, she acts upon something and observes the change that takes place. And let her do as much as she can. For as she mixes, mashes, measures and stirs, she is constantly learning, using her muscles, and improving her eye-hand coordination.

What's more, cooking builds vocabulary and stimulates your child's curiosity about the world in which she lives. All the time she is "working" in the kitchen, she is questioning. "Why is an apple red?" "Who made the bowl?" "Where does a carrot come from?" "Why do we get hungry?" Through endless questions (not always easy to answer), your child tries to understand her world. And from her observations in the kitchen, she also learns that applesauce does not always come out of a jar, juice from a can, or bread from the supermarket.

Some of the things you make with your youngster will be related to seasons and holidays. Others you will prepare just because they are fun. At times, however, you may want to draw upon a favorite nursery rhyme or story. Many of the enchanting tales of childhood deal with food. There is bread to bake like "The Little Red Hen," or porridge to make as in "Goldilocks and the Three Bears." Vegetable soup sounds a lot more interesting after reading the story of "Stone Soup", and every child is delighted by the rhymes and pictures of Maurice Sendak's "Chicken Soup With Rice."

It's not surprising that cooking often tempts a child to try new

food. While your youngster can help with almost anything you



cook, here are a few ideas particularly safe and suitable for "almost four." They require little or no cooking.

Peanut Butter Candy

1 cup peanut butter

1 cup honey

1 package powdered milk

Mix together well. Let your youngster shape into small balls. Refrigerate and eat.

Butter

½ pint heavy cream

salt

large jar

Shake heavy cream in a large jar. Shake until it becomes thick. (She will need some help.) Pour out excess liquid. Add salt. Spread on bread or crackers.

Turkey Hand Cookies

Heat to boiling—½ cup molasses. Add:

¼ cup sugar

3 tablespoons butter

2 cups flour

½ teaspoon each of baking soda, salt, nutmeg, cinnamon, powdered cloves and ginger.

Mix well. Roll out. Then trace your child's hand for turkey shapes. Place raisins for eyes and toothpicks for legs. Bake about 8 minutes at 375° on greased cookie sheet. Cool. Let her decorate with frosting. Place gum drops for feet. (Any favorite cookie dough may be substituted.)

Something for the Birds

(good right after Christmas)

½ cup lard

1 cup peanut butter

bird seed

pine cones

Mix up lard, peanut butter and bird seed. Roll pine cones in it. Hang outside on a tree and watch for birds. (Do not eat.)

These are a few suggestions. You will have many more of your own. Even your youngster may create an interesting recipe.



Sibling Rivalry: Is Your Child Jealous of a Brother or Sister?

We get a lot of mail about sibling rivalry. In case you do not know what this term means, let us tell you about it. First of all, "sibling" means simply "a brother or a sister." Then, "sibling rivalry" means rivalry among brothers and sisters, or between a brother/sister and another brother/sister.

This term means that a child is jealous of a brother or sister, or that he feels he must compete with one or more of his brothers or sisters. When a child feels this jealousy and/or competitiveness, he also feels a great deal of emotional pressure. He seems to see himself as one who must struggle for his parents' attention, and in doing this he is always struggling against a sibling who is seen as the enemy. Such a situation is not healthy and needs correcting.

This is where you as parents can make a strong contribution to your child's emotional health. It is possible to deal creatively with sibling rivalry, and to turn a negative outlook into a positive one. How do you do this? Please keep reading while this writer shifts to the first person.

There were five children in our family and we did not notice sibling rivalry until the fifth child appeared on our horizon. Child number five was a beautiful little girl named Martha. (At the time of this writing, she is now in college.) Our fourth child was a boy, Peter. Before Martha, as our youngest child, Peter got the lion's share of our time and attention. When Martha came on

the scene most of our time and attention was directed to her. After all, changing diapers, feeding, and getting up in the middle of the night take a lot of any parent's time.

We soon noticed that Peter did not like this new state of affairs. He felt left out. And Martha was the usurper. So Peter began to act like a baby. He demanded a bottle, and when he didn't get it, he would take Martha's bottle from her. When he thought we weren't looking, he would pinch and even hit his new sister. This is a rather classic case of sibling rivalry.

My wife and I noticed all of Peter's negative behaviors. We worried about them, but we didn't know what to do. Finally we decided to read what the experts had to say on the subject. And we got some real practical help.

This is what they had to say: When a child is jealous of a younger sibling he is really asking for more of your attention and/or time. You should step in and comfort him, give him more of your time and attention when he demonstrates signs of sibling rivalry. In this way you will help him change his negative behavior pattern into a more positive one.

So, we read all this good information and tried to digest it. We decided that the next time Peter showed signs of sibling rivalry, we would give him our complete attention first and not turn our attention to Martha until Peter was comforted. We did not have long to wait.

A few days later Peter walked up to Martha's crib with a tinker-toy grasped firmly in his hand and let go with a powerful whack which landed on Martha's head. Martha screamed bloody murder, and kept on screaming while Peter stood by watching this very satisfactory result of his efforts. He was quite pleased with himself.

My wife and I were in the room when this little episode

took place, and since we had just discussed what the experts had to say, we were ready. Here's what we did: We completely ignored Martha's screaming, even though it was very difficult for us to do. We went to Peter, hugged and comforted him and let him know that we understood how he felt about Martha, the intruder. We let him know how much we loved him. Gradually we shifted his attention to Martha, who was still screaming. We said silly things like, "Oh, look, your little sister is unhappy." In this way we helped him focus his attention upon Martha and her needs and at the same time to get his mind off himself and his needs.

I want to report that this procedure worked. At the end of just two weeks the sibling rivalry was stopped cold. In this brief period Peter became proud of his new sister and he never overlooked an opportunity to "show her off" to friends, neighbors and casual acquaint-



ances. This represented a radical change from his earlier perception of Martha as an enemy, an intruder. Because we were willing to take a rather unorthodox approach to assure him of his place in our life, he became a real brother to Martha.

We hope that our sharing of our experience will help you as you try to deal with your own problems (if you have them) in the area of sibling rivalry.



I See Something

There are times—waiting in the doctor's office, sitting on a bus—

that are boring. Here's a game to play anywhere, any time that time drags. It teaches children to get information by asking good questions. Say: "I SEE SOMETHING." (It has to be something you can both see.) Then give a clue: "It's on your head," is pretty easy. "It's made of leather," is harder. "It's red and square," may be pretty tough. "It's bright when it's on and dark when it's off," is a kind of riddle. If one clue isn't enough, add another: "It's red and square and soft." "It's red and square and soft and I'm leaning against it."

Children just starting on this game have no good strategy for getting the answer: They look around and guess wildly. So when it's his turn to see something, listen to his first clue, but then ask questions of him that will help him develop strategies: "Is it up high or down low?" (That tells you where to look.) "What color is it?" (That narrows the choice.) "Is it smaller than my shoe?"



A Child is a Person—Not a Pet!

Surely you have had this experience. You have your Almost-Four with you and meet an acquaintance who says, after the usual greetings, "So this is your little boy/girl! What's his/her name?"

Now your Almost-Four daughter is talking quite well and certainly knows her name very well—yet this acquaintance is talking about her as if she were a dog or a cat and not able to answer on her own. Do you continue in the same vein and talk about your child as if she were not there? No wonder she is tugging on your hand impatiently, or pulling at your clothes for attention, saying, "Mommy, Mommy!"

Why not bring your child into this conversation by saying something like this: "Yes, this is our daughter. Mrs. Adams, this is Mary Jo. Mary Jo, this is Mrs.

Adams."

Now you are teaching good manners to your child—how to meet strangers and how to acknowledge introductions. If you have played "going to visit", "meeting grown-ups" or some similar game with your daughter, she will be prepared to answer the introduction with a simple "Hello," or even the more formal "How do you do, Mrs. Adams."

Now she is no longer a non-person, a pet, attached to the situation by your hand instead of by a leash!

Mrs. Adams' next words may be, "My, but she is big! How old is she now?" You can continue to make Mary Jo a part of the meeting by saying something like, "Mary Jo, can you tell (show) Mrs. Adams how old you are?"



Or, if you know your child is shy with strangers, don't put her on the spot. Instead include her by referring to her directly, as "Mary Jo is almost four years old, aren't you, Mary Jo?"

Continue to bring Mary Jo into the edges of the conversation. Remember—no one wants to feel like a non-person. No matter what Mrs. Adams says, you can make sure that Mary Jo knows that you know she is a person and not a pet.



On Stealing

When you take something from a store and don't pay for it, that's Stealing. When your 4 year old picks a pair of plastic-framed sunglasses off the rack at the supermarket and wears them out of the store and you didn't know

she had them on and you didn't pay for them, you might say that's stealing too. It's not. A 4 year old just hasn't learned enough about the way the world outside her family works.

To a young child, all things seem to be available in marvelous abundance, there for the taking. If you need money, you go to the bank. The milkman brings you plenty of milk, three times a week. The grocery store delivers whatever you call up and ask for, or if you go yourself, it's up and down all those aisles, filling the cart with whatever you choose from the enormous assortment offered.

Money as a medium of exchange is not something a child of 4, or even a child of 6, understands yet. She's still learning what is and isn't hers. What she can touch and what she can't. What she can take without asking and what she has to ask about first. That's a lot to learn. And even if she has a pretty good idea about the way things work in her own family, there's still the rest of the world with all its rules and all their exceptions to find out about. She's just beginning to learn what morality is, what conscience is, what she is.

And she's not a thief. She wasn't stealing, but if someone says she stole, she'll feel that somehow she's done something very bad although she doesn't understand what, and she'll feel that she is a bad person although she can't understand why. She may not have a concept of stealing, but it does mean BAD.

What do you say to this child, smiling at you, quite proud of the way she looks in her new sunglasses? Maybe this first time, since sunglasses don't cost very much and she's so pleased, you let her keep them. But explain to her that you'll both have to go back to the store first to pay for them. Tell her that's the way it works: Everything in the store costs money, and before you can take something home

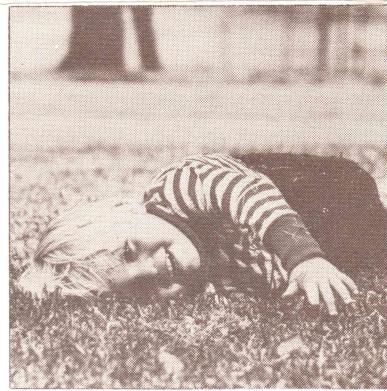
you have to pay for it. Take her to the checkout counter let her hold the money and the sunglasses, and let her pay for them like a regular customer. Now the sunglasses are really her very own.



Dear Growing Child

We love Growing Child! I am a Registered Nurse specializing in Pediatrics & I've studied Growth & Development of Children, infancy thru adolescence for quite a few years & I think this publication is absolutely fantastic—it's very conclusive, taking care of physical & emotional growth & development—very open minded, liberal & so warm & loving which is the way children should be brought up. I adore Growing Child—keep up the great work.

Barbara H.
Parkridge, NJ



Next Month

- Avoiding Hassles
- Is Your Child Right-Handed or Left-Handed?
- *Growing Child* As the House Gardener

Growing Child®

7/87

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Growing Child®

3 Years
11 Months

A Preschooler At Four

Once children are close to four years of age, parent's expectations for their children change dramatically. Parents no longer consider them young children but look upon them as preschoolers. Parents of only children or first children particularly observe the children of friends and neighbors who may appear to be more advanced than their Preschooler. It is easy to lose sight of children's individual developmental schedules which vary from child to child, even if most of them fall within one standard for "normalcy." What should, in fact, parents expect at this age?

To begin with a four year old is not a miniature adult. Mature behavior cannot be expected except for very brief periods. Extended visits to relatives, long shopping excursions, and occasions when parents want their children to impress others usually are disappointing. Is it possible that some parents want their children to excel — to be smarter, better-looking, or more popular than they were as children?

Unfortunately, when children fail to meet expectations, some parents find it hard to accept them as they are. Yet it is important for these parents to face the fact that they cannot live through their children — that unrealized hopes and ambitions cannot be realized through their children. Such parents must learn to be realistic, accepting and respecting their offspring for the unique little people that they really are.

Specifically here are some milestones for Preschooler at 47-48 months:

Fine Muscle Control

- Threads small beads if the needle is threaded first.
- Builds a tower of 10 or more blocks.
- Holds and uses a crayon or pencil with good control.
- Copies a O (circle), + (plus), and V.
- Draws a house.

Language

- Tells connected stories of recent experiences.
- Can give name, address and age (may show).
- Asks questions constantly— "why?", "what?", "how?", "when?"
- Counts rote up to 20.
- Knows several nursery rhymes and are repeated or sung correctly.
- Enjoys jokes.
- Listens to and enjoys stories.
- Speaks grammatically and exhibits only a few sound substitutions (r-l-w-y group or p-th-f-s group or k-t group).

Social/Emotional Behavior

- Eats well with fork and spoon.
- Dresses and undresses except for laces, back buttons, some snaps.
- Prefers companionship of other children to adults.
- Understands taking turns.

Large Muscle Control

- Can bend and touch toes without bending knees.
- Likes a variety of ball play.

- Runs on toes.
- Climbs, slides, swings actively.
- Walks skillfully on narrow line or cracks in the sidewalk.
- Can stand on one foot (either foot) for 8 seconds.
- Can hop forward (each foot) 2 yards.



Growing Child as the House Gardener

Growing anything teaches us about time. We must all learn to organize the world in order to handle the events of each day in an orderly fashion. These events are systematically scattered along a Time Line—breakfast, dressing, washing hands and teeth, TV cartoons, school, or whatever the individual family schedule happens to be. We suggest a house garden as another way to learn about Time, except that this time it will cover an extended period. We recommend the speedy method in order to maintain interest.

Save your avocado and citrus fruit seeds. You will need Terra-Lite (or similar product) as the germinating material. For the avocado place your seed, with the dimpled end down, into the moistened Terra-Lite to a depth of about half of the seed's length. Remoisten when necessary, but don't drown the seed. Within a short time a top shoot will emerge. When two sets of leaves are out, it is time to remove the seedlings from Terra-Lite and place each in a 4-inch pot filled with soil. You now have a house plant which should be treated like other house plants with monthly fertilizing. If you want a full, round plant rather than a tall, skinny one it will be necessary to pinch off the tips frequently.





For the citrus plants, place the seeds (orange, lemon or grapefruit) in one inch of moistened Terra-Lite. When there are several sets of leaves, transplant each seedling into 4-inch pots filled with soil. Again, pinching the tips is important.



Books for Parents

Learning Through Play by Jean Marzollo and Janice Lloyd, 1972, Harper & Row. A book for parents of preschoolers filled with activities that are exciting and fun. Dozens of activities are divided into chapters such as Language Development, Prereading, Sorting and Classifying, and so on.

Thinking is Child's Play by Evelyn Sharp, 1969, E.P. Dutton & Company, Inc. The author discusses the work of Jean Piaget in an interesting and understandable manner. Also included is a series of easy, stimulating games that encourage children to explore their world and manipulate simple objects. Through play with children, parents are given valuable insight into how children think.



Cooperative Nursery School

Most parents will be talking about preschool arrangements if you haven't already become involved with day care, playgroup, or other formal opportunities for Preschooler to interact with other young children.

Parents who have time to participate might consider a co-operative program. These differ according to the neighborhood or community because neighborhood or community involvement is usually important in organizing the school, its guidelines and philosophy. In most co-operatives a parent participates as an assistant to the teacher about once a week. The head teacher or director is a qualified teacher who decides the curriculum based on the cooperative's guidelines. The benefits of a cooperative program are numerous for those parents who are able to participate. We know of one that draws its families from the college community nearby.



The parents are either students or employees of the college, and are able to adjust their schedules sufficiently to allow them to participate. If you are interested we suggest that you visit one.



Avoiding Hassles

How to allow your child to make choices without starting a "hassle", especially at mealtime, seems to be an answer to many parents' fervent prayers. You want your child to eat a variety of foods. You want her to learn to make good choices, but somehow it always ends up differently than you had hoped. You want to give your child a chance to make a choice or a decision, but you also want this choice to be more or less what you want her to do.

So—first listen to yourself. What kind of questions do you ask? How do you present the choices? Listen—is this what happens?

You: Mary, do you want some carrots?

Mary: No!

You: Well, then would you like some string beans?

Mary: No!

You: Well, you have to have something! and so on.

The trick is to think about what kind of answer you want before you ask the question. Then if you want the child to make a choice, never never ask a question which can be answered "yes" or "no." These are easy answers and do not require any thought.

Suppose Mary is not very enthusiastic about carrots. So she says, "No!" But she is even less enthusiastic about string-beans, so she is limited to another "No!" And there you are. You're stuck—and so is your child. You want her to eat a vegetable and she feels impelled to stand behind her "No!" Her language and her ability to backtrack and resolve the problem are not yet well enough developed for her to rationalize, "Mother expects me to take one and if I must then I'd rather have carrots."

Avoid situations like this which are frustrating to you both. Instead learn to think about what answer(s) you want before you ask the question and then phrase your question so that you will

get one of these answers. And be ready to act on the answer at once.

For instance, ask, "Mary, would you rather have carrots or stringbeans tonight?" There is no yes or no answer. You are standing there poised, obviously waiting for her decision. In fact, your obvious waiting almost forces her to commit herself before she can figure out how to say "neither."

The minute Mary commits herself, serve her. Now she is committed to her choice and it is much harder to back down after making a choice than it is just to say "No!" in the first place.



Now, suppose you have a somewhat finicky eater who does pretty well with routine foods but doesn't want to try anything new or different. This time try a new approach with the new dish or an unknown dish like leftover vegetables and meat warmed over together with noodles or rice in a single pot or casserole. Make up a fancy name for it. At our house we had such a dish, which was called "Bender Supreme." It was different every time, but "Bender Supreme" was served with a flourish. Sometimes it was served in flat soup bowls instead of on a plate, always with some little extra touch like holiday paper napkins or party paper cups instead of glass. So what difference does it make if Santa Claus napkins turned up in July? Or summer picnic plates in November? All the more fun.

Make up your own names for

such "unknown" dishes or for any new ones you want to introduce—Holiday Huddle, Friday Freebie—anything! Arouse curiosity and interest, make the meal an occasion and avoid saying things like, "Mary, would you like to try some?" Just assume that everyone, including Mary, wants to be a part of the fun. Serve it with a flourish, giving Mary a small portion, but saying, "There's really plenty, when you want more, you can have it!"

Assume that Mary will like it and will join in the fun. While not absolutely fool-proof this approach has a very high probability of success.



Talking Is: Trading Wishes

What people, even little people, wish for is part of what they are. I wish to see jungles and lions in the sun; you wish to see Paris and great cathedrals. When we tell wishes, we share what we are. Play a wishing game with your child to share a little more with him. Get a big catalog, a Christmas one or Sears or Monty Ward's, and say: What do you wish you could have? (And tell your wish, too. It's only fair to trade.) Two things will be happening. You'll be finding what your child wishes for. That's reason enough. He'll be finding that people can wish (even if they're not allowed to whine), that everybody's got wishes, and yes, after all, they're okay, those wishes, even if they never come true.

It's comfy between people, to wish together.



Is Your Child Right-Handed or Left-Handed?

We think "handedness" is important. At the same time the available research on this subject is not very clear. Many researchers have looked into the matter of a "dominant" side in children. In discussing a dominant side

they mean more than just a dominant hand. They talk about a dominant eye (the eye the child uses in aiming or sighting), a dominant hand (the hand the child uses in eating, grasping, throwing, etc.), and a dominant foot (the foot he kicks with, for example). Thus, they talk about a dominant or "preferred" side. Many researchers want to know if a child is right-sided or left-sided.

One group of researchers feels quite strongly that a child should be completely one-sided (either left or right). They say that if a child has crossed-dominance (for example, if he is left-handed and right-eyed) he probably will have problems in reading. They have research which seems to point to a strong connection between crossed-dominance and reading problems. But other researchers point to other research studies which seem to say that crossed-dominance has no connection with reading problems. This is why we say that the research is not very clear.

Dr. Albert J. Harris is a highly respected authority on reading and reading problems. He has done extensive research on handedness, sidedness, and dominance, and how these matters relate to reading ability. From his research he comes up with these suggestions:

1. "Mixed-handedness" seems to go along with reading problems. By "mixed-handedness" he means the child who uses either hand in writing, eating, throwing, etc. In other words, he does not have a dominant or "preferred" hand.

2. Mixed or crossed dominance does not seem to be a factor in reading problems.

From our own experience, we tend to go along with Dr. Harris. This means that we think it is important for your child to develop a dominant or preferred hand, but we do not worry about whether his dominant hand is on the same side as his dominant eye or dominant foot. Please do not stop reading at this point, for the way you help him develop a dom-

inant hand is most important.

Before we tell you how to help your child develop a dominant hand, we want to talk about one other thing. Your 4-year old probably does not have a dominant hand yet, and this is perfectly normal. Mixed-handedness is not abnormal until age 7. So relax. If he is mixed-handed now this is perfectly normal. But don't relax too much. There are things you can do now to help him develop a dominant hand later. We turn now to those things you can do to promote an appropriate dominant hand in your child.

The key to proper hand dominance is this: The child himself should make the decision. This means that you do not decide whether he should be left-handed or right-handed. It is quite possible that each child is "wired-up" to be either left or right-handed. If so, we want the child to discover his own unique handedness, and we want him to discover it for himself. So you must not make him either right or left-handed. This also means that when he is in first grade his teacher should not make the decision about handedness either.

Having said all this, here are the specific things you can do to help your child discover his dominant hand:

1. Make a practice of presenting objects to his middle; never to one side or the other. Example: He drops a toy and you pick it up. Give the toy to him by placing it before him exactly in his middle. As he reaches for it he may begin to show a preference for his right or left hand.

2. Be aware of the fact that your child lives in a right-handed world. If you are right-handed, your tendency will be to place objects in his right hand.

3. Have him use each hand in many different tasks (and at times you will have to ignore what we said in one and two above.) For example, have him scribble first with one hand and then the other.

4. Observe carefully which

hand he begins to prefer. You may even want to keep a record of how many times he uses his right hand and his left hand in a given task. With careful observations you may get some clues about his hand preference.



5. After he has used each hand many times in doing the same or similar tasks, talk to him about his handedness. The key question goes something like this: "Which hand feels better to you?" We have found this procedure to be very effective and we recommend it to you.



Nose Bleeds

Bleeding from the nose happens to every child—usually more than once. It is usually caused by one of the "four I's": Injury, infection, irritation, or inheritance.

Injury is usually thought of as being caused by a blow from a fall or a playmate. This is frequently the case, but probably more nose injury is caused by the child himself. This occurs when the child picks or rubs too vigorously or in some cases puts an object into the nostril. Objects in the nose are frequently overlooked but should be suspected when the child has repeated mild bleeding, drainage, or a bad odor from one nostril. Other injury can occur from breathing dry air which causes the sensitive nasal lining to shrink, crack, and break one of the small surface blood vessels.

Infection usually takes the

form of a cold which inflames the lining of the nose, resulting in an increase of blood circulating through it. Then very minor injury starts bleeding. Another infection which can cause nose bleeds is impetigo. This is a skin infection which starts under the nose and gradually works its way up into the nostril causing bleeding.

Irritation to the lining of the nose is caused by dust, mold, or pollen. It causes the same inflammation as a cold and can lead to a bloody nose, particularly if the child sneezes or blows too hard.

Inheritance plays a part in some nose bleeds, particularly those caused by nasal blood vessels being located too near the surface. Nasal allergy and certain types of blood clotting diseases are also inherited and frequently are first suspected when bleeding from the nose occurs.

Nose bleeds can be handled by the "three P's": Prevention, pressure and posture.

Prevention of blow-induced bleeding is almost impossible. The self-inflicted, drying, and irritant types of injury, however, are preventable. Daytime nose-picking and rubbing can be stopped by gentle reminders and nail clipping. The night-time occurrence is usually during sleep and can be prevented by covering the hands with light-weight mittens (socks over the hands will do.) Dryness can be eliminated by the use of a humidifier. If this is not available, just setting pans of water on the heat vents or radiators will help. Irritation from dust and mold can be prevented by proper cleaning and filtering methods. Instructions for such methods are available from your doctor or from *Growing Child*.

Pressure on the nose by holding it between the thumb and first finger will stop most nose bleeds since the bleeding occurs from the front of the nose. Pressure must be held for at least five minutes. Remedies such as a cold knife on the back

of the neck or forehead do not work.

Posture is very important when treating a nose bleed. The child should be in an upright or semi-reclining position. This decreases the pressure in the nasal blood vessels and prevents blood from running back into the throat.

If the bleeding is not stopped by the pressure method in 5-10 minutes, or if it occurs repeatedly, particularly from both the nostrils, your doctor should be called.



What Ears Catch

Sometimes, lying awake at night, we hear funny noises—clickings and hummings. Is that really the refrigerator? Does it make that noise in the daytime, too? Yes, of course; but we're not used to listening. And with all the educational jaunts we take our children on, we never think of the field trip we can take without budging from our favorite arm chair—to the world of sounds that lie in wait everywhere for careful ears to catch.

Catching sounds is not an idle sport. Take the sound of words, for instance. It's one thing to understand what someone is saying; but it's a tricky business to catch consonant sounds as they fly, to hear syllables, to grab onto a rhyme, to sort the short from the long vowels. Luckily, training a child's ear is as delicious a game as making silly faces, or hopping on one foot.

Do it in the house first. Just sit down with your child and close your eyes, both of you. Shhhhh! What do you hear? Your child may not be at all clever at first. If you say, "I hear a bird," he'll hear birds for the next ten minutes. That's okay. He's learning to pluck bird songs from the buzzing confusion of noise around him. Mention easy noises like trucks roaring by; but begin to wonder out loud: Was it a truck, or was it a motorcycle, or was it a car?

Listen for the next one and see if he can guess. There are noises no one hears because we hear them so much—breathing, airplanes far away, tiny voices on the street, the humming of that refrigerator.

If it's dull for your child to sit so still, take a listening walk around your home. Blindfolds are fun for some children, but scary for others; so try one, but give up easily if he doesn't like it and just let him close his eyes. Now switch on machines—mixer, electric razor, vacuum. Get the water boiling in the kettle, turn on taps, flush the toilet, click a light switch, close a door, rattle a knob, open a drawer, drop a spoon. When the ordinary things get too easy for your child, get sneaky. Scratch your fingers on the rug, on the table top, on your skin. Can he tell the difference? Rap your knuckles on the door, the window, the wall, the floor. Put something in a box and shake it around—a pencil, a ball, beans, a stuffed toy. Bite off and crunch a pickle, a stalk of celery, a peanut butter sandwich.

Have you noticed that no game takes more than a minute or so? That makes catching sounds easy outdoors too, where there's too much distraction for long games. Closing eyes is just too hard outside where there's so much to see, but here's another way to play. Who's the first to hear a dog bark, a baby cry, a lady laugh. Again, don't forget the noises we forget to hear—footsteps (dogs have paw-steps), clothes rustling as you walk, wind.

From wind to whispers is a small step. Whisper a sound in your child's ear—ssss, ffff, th, ch, shhhh, hhhh—and ask him to make the same noise he heard. One day, his sharp ears will easily catch the b's in bubble, the z's in fuzzy, the p's in pop. And ears that can catch, catch on.



Nonverbal Communication

Parents often expect their growing children to behave in a more mature level than that of which they are capable. We have to remind ourselves of the fact that young children understand more than they are able to communicate through spoken language. We only have to observe their use of nonverbal language—hand gestures, body movement, facial expressions, eye contact, voice intonations—to realize that these cues can be both explicit and subtle. They convey important information about what children are experiencing and thinking. For example, Molly is drawing a picture when mother interrupts by asking, 'What's that?'—an innocent question that is meant to encourage a child to talk about the experience. Instead, without saying a word, Molly tears up her drawing, throws it into the rubbish can, and runs out of the room. Her actions are more powerful than any words she might have uttered.

Many parents do not attend seriously to Youngster's nonverbal communications and are even less aware of the nonverbal messages that they themselves convey. For example, when young children talk to their parents, their facial expressions reveal how well they are listening. Many of us are guilty of half-listening. Our heads nod, we respond with "uh huhs" and fail to make eye contact. We are not suggesting that parents must "hang onto" every action or word emitted by their child. But it is very important for parents to be perceptive enough to translate children's nonverbal language and reflect their understanding. At the same time, parents must become alert to the positive and negative attitudes that they may be conveying silently.

Researchers in education of young children are concerned with understanding the importance of nonverbal behaviors in human interactions. It is the

hope that increased awareness will help individuals to gain insights into their own foibles and become more sensitive to the child's nonverbal communications.



Easy Stilts

The urge to achieve height is a characteristic of the child from four to four and a half years old. An old game for young children, safe and economic, is one made from tin cans and rope.

The conversion of tin cans into stilts can take several forms: Cans that are large in circumference and low in height; more complex stilts made of higher, narrow cans such as 46 oz. juice cans; smaller and smaller cans; and finally cans attached directly to shoes.

To make stilts on ropes, you need 2 ropes and 2 cans. Puncture one hole on each side of the can and loop the rope through the holes, attaching the two ends of the rope inside the can or over the shoulder. The rope must be long enough to be worn comfortably over the shoulders. To attach the shoes directly to the cans, loop a rope or strip of rubber cut from the inner tube of a tire and wrap around the shoe, attaching the two ends over the instep.



More Ecology

What to do with empty household cleaner bottles? With the aid of some school supplies (paper, felt tipped pen, crayons) and a little imagination, you can start a menagerie or a zoo. The Texize Chemicals Company Consumer Relations Department will send, without charge, their book "Crafty Critters", ideas for creating such animals or other objects of interest to children. The address is P O Box 368, Greenville, South Carolina, 29602.



A Magnet Game

Sometimes children think of

terrific things. This is an invention three brothers came upon one dull rainy day. They got a paper plate and a magnet and a crayon and a paper clip. They drew a road on the paper plate, put the paper clip on it, and by moving the magnet underneath, made the clip-car drive along the road.

But that wasn't all. A broken hand puzzle yielded ball bearings, and the track to follow became a spiral.

And still more: A map. Stories of chasing and hiding and getting caught and running away, with other little things the magnet could move around for the characters.

There must be lots more things children can think of—the way to find out is to give them the magnet, the crayon, the plate, the clip, and see what happens.



Dear Growing Child

"I didn't hear about Growing Child until my baby was almost 3 months of age, but I wish I had known about it before she was born. I was very unsure of things when I first brought her home (she was my first baby) and I sure could have used the first few issues of your newsletter. I am just thankful I got a subscription when I did! I thank you, for you have helped me enormously. . . . Every baby should be born with the first issue of Growing Child in its hand! Its mother would appreciate it enormously! Thank you again, Growing Child."

Mrs. Frank W.
Du Bois, PA



Next Month

- Learning About Numbers
- Don't Is a Dead-End Word
- Long & Short
- Color Matching

Growing Child

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3 Years
11 Months

A Preschooler At Four

Once children are close to four years of age, parent's expectations for their children change dramatically. Parents no longer consider them young children but look upon them as preschoolers. Parents of only children or first children particularly observe the children of friends and neighbors who may appear to be more advanced than their Preschooler. It is easy to lose sight of children's individual developmental schedules which vary from child to child, even if most of them fall within one standard for "normalcy." What should, in fact, parents expect at this age?

To begin with a four year old is not a miniature adult. Mature behavior cannot be expected except for very brief periods. Extended visits to relatives, long shopping excursions, and occasions when parents want their children to impress others usually are disappointing. Is it possible that some parents want their children to excel — to be smarter, better-looking, or more popular than they were as children?

Unfortunately, when children fail to meet expectations, some parents find it hard to accept them as they are. Yet it is important for these parents to face the fact that they cannot live through their children — that unrealized hopes and ambitions cannot be realized through their children. Such parents must learn to be realistic, accepting and respecting their offspring for the unique little people that they really are.

Specifically here are some milestones for Preschooler at 47-48 months:

Fine Muscle Control

- Threads small beads if the needle is threaded first.
- Builds a tower of 10 or more blocks.
- Holds and uses a crayon or pencil with good control.
- Copies a O (circle), + (plus), and V.
- Draws a house.

Language

- Tells connected stories of recent experiences.
- Can give name, address and age (may show).
- Asks questions constantly— "why?", "what?", "how?", "when?"
- Counts roately up to 20.
- Knows several nursery rhymes and are repeated or sung correctly.
- Enjoys jokes.
- Listens to and enjoys stories.
- Speaks grammatically and exhibits only a few sound substitutions (r-l-w-y group or p-th-f-s group or k-t group).

Social/Emotional Behavior

- Eats well with fork and spoon.
- Dresses and undresses except for laces, back buttons, some snaps.
- Prefers companionship of other children to adults.
- Understands taking turns.

Large Muscle Control

- Can bend and touch toes without bending knees.
- Likes a variety of ball play.

- Runs on toes.
- Climbs, slides, swings actively.
- Walks skillfully on narrow line or cracks in the sidewalk.
- Can stand on one foot (either foot) for 8 seconds.
- Can hop forward (each foot) 2 yards.



Growing Child as the House Gardener

Growing anything teaches us about time. We must all learn to organize the world in order to handle the events of each day in an orderly fashion. These events are systematically scattered along a Time Line—breakfast, dressing, washing hands and teeth, TV cartoons, school, or whatever the individual family schedule happens to be. We suggest a house garden as another way to learn about Time, except that this time it will cover an extended period. We recommend the speedy method in order to maintain interest.

Save your avocado and citrus fruit seeds. You will need Terra-Lite (or similar product) as the germinating material. For the avocado place your seed, with the dimpled end down, into the moistened Terra-Lite to a depth of about half of the seed's length. Remoisten when necessary, but don't drown the seed. Within a short time a top shoot will emerge. When two sets of leaves are out, it is time to remove the seedlings from Terra-Lite and place each in a 4-inch pot filled with soil. You now have a house plant which should be treated like other house plants with monthly fertilizing. If you want a full, round plant rather than a tall, skinny one it will be necessary to pinch off the tips frequently.





For the citrus plants, place the seeds (orange, lemon or grapefruit) in one inch of moistened Terra-Lite. When there are several sets of leaves, transplant each seedling into 4-inch pots filled with soil. Again, pinching the tips is important.



Books for Parents

Learning Through Play by Jean Marzollo and Janice Lloyd, 1972, Harper & Row. A book for parents of preschoolers filled with activities that are exciting and fun. Dozens of activities are divided into chapters such as Language Development, Prereading, Sorting and Classifying, and so on.

Thinking is Child's Play by Evelyn Sharp, 1969, E.P. Dutton & Company, Inc. The author discusses the work of Jean Piaget in an interesting and understandable manner. Also included is a series of easy, stimulating games that encourage children to explore their world and manipulate simple objects. Through play with children, parents are given valuable insight into how children think.



Cooperative Nursery School

Most parents will be talking about preschool arrangements if you haven't already become involved with day care, playgroup, or other formal opportunities for Preschooler to interact with other young children.

Parents who have time to participate might consider a cooperative program. These differ according to the neighborhood or community because neighborhood or community involvement is usually important in organizing the school, its guidelines and philosophy. In most cooperatives a parent participates as an assistant to the teacher about once a week. The head teacher or director is a qualified teacher who decides the curriculum based on the cooperative's guidelines. The benefits of a cooperative program are numerous for those parents who are able to participate. We know of one that draws its families from the college community nearby.



The parents are either students or employees of the college, and are able to adjust their schedules sufficiently to allow them to participate. If you are interested we suggest that you visit one.



Avoiding Hassles

How to allow your child to make choices without starting a "hassle", especially at mealtime, seems to be an answer to many parents' fervent prayers. You want your child to eat a variety of foods. You want her to learn to make good choices, but somehow it always ends up differently than you had hoped. You want to give your child a chance to make a choice or a decision, but you also want this choice to be more or less what you want her to do.

So—first listen to yourself. What kind of questions do you ask? How do you present the choices? Listen—is this what happens?

You: Mary, do you want some carrots?

Mary: No!

You: Well, then would you like some string beans?

Mary: No!

You: Well, you have to have something! and so on.

The trick is to think about what kind of answer you want before you ask the question. Then if you want the child to make a choice, never never ask a question which can be answered "yes" or "no." These are easy answers and do not require any thought.

Suppose Mary is not very enthusiastic about carrots. So she says, "No!" But she is even less enthusiastic about string-beans, so she is limited to another "No!" And there you are. You're stuck—and so is your child. You want her to eat a vegetable and she feels impelled to stand behind her "No!" Her language and her ability to backtrack and resolve the problem are not yet well enough developed for her to rationalize, "Mother expects me to take one and if I must then I'd rather have carrots."

Avoid situations like this which are frustrating to you both. Instead learn to think about what answer(s) you want before you ask the question and then phrase your question so that you will

get one of these answers. And be ready to act on the answer at once.

For instance, ask, "Mary, would you rather have carrots or stringbeans tonight?" There is no yes or no answer. You are standing there poised, obviously waiting for her decision. In fact, your obvious waiting almost forces her to commit herself before she can figure out how to say "neither."

The minute Mary commits herself, serve her. Now she is committed to her choice and it is much harder to back down after making a choice than it is just to say "No!" in the first place.



Now, suppose you have a somewhat finicky eater who does pretty well with routine foods but doesn't want to try anything new or different. This time try a new approach with the new dish or an unknown dish like leftover vegetables and meat warmed over together with noodles or rice in a single pot or casserole. Make up a fancy name for it. At our house we had such a dish, which was called "Bender Supreme." It was different every time, but "Bender Supreme" was served with a flourish. Sometimes it was served in flat soup bowls instead of on a plate, always with some little extra touch like holiday paper napkins or party paper cups instead of glass. So what difference does it make if Santa Claus napkins turned up in July? Or summer picnic plates in November? All the more fun.

Make up your own names for

such "unknown" dishes or for any new ones you want to introduce—Holiday Huddle, Friday Freebie—anything! Arouse curiosity and interest, make the meal an occasion and avoid saying things like, "Mary, would you like to try some?" Just assume that everyone, including Mary, wants to be a part of the fun. Serve it with a flourish, giving Mary a small portion, but saying, "There's really plenty, when you want more, you can have it!"

Assume that Mary will like it and will join in the fun. While not absolutely fool-proof this approach has a very high probability of success.



Talking Is: Trading Wishes

What people, even little people, wish for is part of what they are. I wish to see jungles and lions in the sun; you wish to see Paris and great cathedrals. When we tell wishes, we share what we are. Play a wishing game with your child to share a little more with him. Get a big catalog, a Christmas one or Sears or Monty Ward's, and say: What do you wish you could have? (And tell your wish, too. It's only fair to trade.) Two things will be happening. You'll be finding what your child wishes for. That's reason enough. He'll be finding that people can wish (even if they're not allowed to whine), that everybody's got wishes, and yes, after all, they're okay, those wishes, even if they never come true.

It's comfy between people, to wish together.



Is Your Child Right-Handed or Left-Handed?

We think "handedness" is important. At the same time the available research on this subject is not very clear. Many researchers have looked into the matter of a "dominant" side in children. In discussing a dominant side

they mean more than just a dominant hand. They talk about a dominant eye (the eye the child uses in aiming or sighting), a dominant hand (the hand the child uses in eating, grasping, throwing, etc.), and a dominant foot (the foot he kicks with, for example). Thus, they talk about a dominant or "preferred" side. Many researchers want to know if a child is right-sided or left-sided.

One group of researchers feels quite strongly that a child should be completely one-sided (either left or right). They say that if a child has crossed-dominance (for example, if he is left-handed and right-eyed) he probably will have problems in reading. They have research which seems to point to a strong connection between crossed-dominance and reading problems. But other researchers point to other research studies which seem to say that crossed-dominance has no connection with reading problems. This is why we say that the research is not very clear.

Dr. Albert J. Harris is a highly respected authority on reading and reading problems. He has done extensive research on handedness, sidedness, and dominance, and how these matters relate to reading ability. From his research he comes up with these suggestions:

1. "Mixed-handedness" seems to go along with reading problems. By "mixed-handedness" he means the child who uses either hand in writing, eating, throwing, etc. In other words, he does not have a dominant or "preferred" hand.

2. Mixed or crossed dominance does not seem to be a factor in reading problems.

From our own experience, we tend to go along with Dr. Harris. This means that we think it is important for your child to develop a dominant or preferred hand, but we do not worry about whether his dominant hand is on the same side as his dominant eye or dominant foot. Please do not stop reading at this point, for the way you help him develop a dom-

inant hand is most important.

Before we tell you how to help your child develop a dominant hand, we want to talk about one other thing. Your 4-year old probably does not have a dominant hand yet, and this is perfectly normal. Mixed-handedness is not abnormal until age 7. So relax. If he is mixed-handed now this is perfectly normal. But don't relax too much. There are things you can do now to help him develop a dominant hand later. We turn now to those things you can do to promote an appropriate dominant hand in your child.

The key to proper hand dominance is this: The child himself should make the decision. This means that you do not decide whether he should be left-handed or right-handed. It is quite possible that each child is "wired-up" to be either left or right-handed. If so, we want the child to discover his own unique handedness, and we want him to discover it for himself. So you must not make him either right or left-handed. This also means that when he is in first grade his teacher should not make the decision about handedness either.

Having said all this, here are the specific things you can do to help your child discover his dominant hand:

1. Make a practice of presenting objects to his middle; never to one side or the other. Example: He drops a toy and you pick it up. Give the toy to him by placing it before him exactly in his middle. As he reaches for it he may begin to show a preference for his right or left hand.

2. Be aware of the fact that your child lives in a right-handed world. If you are right-handed, your tendency will be to place objects in his right hand.

3. Have him use each hand in many different tasks (and at times you will have to ignore what we said in one and two above.) For example, have him scribble first with one hand and then the other.

4. Observe carefully which

hand he begins to prefer. You may even want to keep a record of how many times he uses his right hand and his left hand in a given task. With careful observations you may get some clues about his hand preference.



5. After he has used each hand many times in doing the same or similar tasks, talk to him about his handedness. The key question goes something like this: "Which hand feels better to you?" We have found this procedure to be very effective and we recommend it to you.



Nose Bleeds

Bleeding from the nose happens to every child—usually more than once. It is usually caused by one of the "four I's": Injury, infection, irritation, or inheritance.

Injury is usually thought of as being caused by a blow from a fall or a playmate. This is frequently the case, but probably more nose injury is caused by the child himself. This occurs when the child picks or rubs too vigorously or in some cases puts an object into the nostril. Objects in the nose are frequently overlooked but should be suspected when the child has repeated mild bleeding, drainage, or a bad odor from one nostril. Other injury can occur from breathing dry air which causes the sensitive nasal lining to shrink, crack, and break one of the small surface blood vessels.

Infection usually takes the

form of a cold which inflames the lining of the nose, resulting in an increase of blood circulating through it. Then very minor injury starts bleeding. Another infection which can cause nose bleeds is impetigo. This is a skin infection which starts under the nose and gradually works its way up into the nostril causing bleeding.

Irritation to the lining of the nose is caused by dust, mold, or pollen. It causes the same inflammation as a cold and can lead to a bloody nose, particularly if the child sneezes or blows too hard.

Inheritance plays a part in some nose bleeds, particularly those caused by nasal blood vessels being located too near the surface. Nasal allergy and certain types of blood clotting diseases are also inherited and frequently are first suspected when bleeding from the nose occurs.

Nose bleeds can be handled by the "three P's": Prevention, pressure and posture.

Prevention of blow-induced bleeding is almost impossible. The self-inflicted, drying, and irritant types of injury, however, are preventable. Daytime nose-picking and rubbing can be stopped by gentle reminders and nail clipping. The night-time occurrence is usually during sleep and can be prevented by covering the hands with light-weight mittens (socks over the hands will do.) Dryness can be eliminated by the use of a humidifier. If this is not available, just setting pans of water on the heat vents or radiators will help. Irritation from dust and mold can be prevented by proper cleaning and filtering methods. Instructions for such methods are available from your doctor or from *Growing Child*.

Pressure on the nose by holding it between the thumb and first finger will stop most nose bleeds since the bleeding occurs from the front of the nose. Pressure must be held for at least five minutes. Remedies such as a cold knife on the back

of the neck or forehead do not work.

Posture is very important when treating a nose bleed. The child should be in an upright or semi-reclining position. This decreases the pressure in the nasal blood vessels and prevents blood from running back into the throat.

If the bleeding is not stopped by the pressure method in 5-10 minutes, or if it occurs repeatedly, particularly from both the nostrils, your doctor should be called.



What Ears Catch

Sometimes, lying awake at night, we hear funny noises—clickings and hummings. Is that really the refrigerator? Does it make that noise in the daytime, too? Yes, of course; but we're not used to listening. And with all the educational jaunts we take our children on, we never think of the field trip we can take without budging from our favorite arm chair—to the world of sounds that lie in wait everywhere for careful ears to catch.

Catching sounds is not an idle sport. Take the sound of words, for instance. It's one thing to understand what someone is saying; but it's a tricky business to catch consonant sounds as they fly, to hear syllables, to grab onto a rhyme, to sort the short from the long vowels. Luckily, training a child's ear is as delicious a game as making silly faces, or hopping on one foot.

Do it in the house first. Just sit down with your child and close your eyes, both of you. Shhhh! What do you hear? Your child may not be at all clever at first. If you say, "I hear a bird," he'll hear birds for the next ten minutes. That's okay. He's learning to pluck bird songs from the buzzing confusion of noise around him. Mention easy noises like trucks roaring by; but begin to wonder out loud: Was it a truck, or was it a motorcycle, or was it a car?

Listen for the next one and see if he can guess. There are noises no one hears because we hear them so much—breathing, airplanes far away, tiny voices on the street, the humming of that refrigerator.

If it's dull for your child to sit so still, take a listening walk around your home. Blindfolds are fun for some children, but scary for others; so try one, but give up easily if he doesn't like it and just let him close his eyes. Now switch on machines—mixer, electric razor, vacuum. Get the water boiling in the kettle, turn on taps, flush the toilet, click a light switch, close a door, rattle a knob, open a drawer, drop a spoon. When the ordinary things get too easy for your child, get sneaky. Scratch your fingers on the rug, on the table top, on your skin. Can he tell the difference? Rap your knuckles on the door, the window, the wall, the floor. Put something in a box and shake it around—a pencil, a ball, beans, a stuffed toy. Bite off and crunch a pickle, a stalk of celery, a peanut butter sandwich.

Have you noticed that no game takes more than a minute or so? That makes catching sounds easy outdoors too, where there's too much distraction for long games. Closing eyes is just too hard outside where there's so much to see, but here's another way to play. Who's the first to hear a dog bark, a baby cry, a lady laugh. Again, don't forget the noises we forget to hear—footsteps (dogs have paw-steps), clothes rustling as you walk, wind.

From wind to whispers is a small step. Whisper a sound in your child's ear—ssss, ffff, th, ch, shhhh, hhhh—and ask him to make the same noise he heard. One day, his sharp ears will easily catch the b's in bubble, the z's in fuzzy, the p's in pop. And ears that can catch, catch on.



Nonverbal Communication

Parents often expect their growing children to behave in a more mature level than that of which they are capable. We have to remind ourselves of the fact that young children understand more than they are able to communicate through spoken language. We only have to observe their use of nonverbal language—hand gestures, body movement, facial expressions, eye contact, voice intonations—to realize that these cues can be both explicit and subtle. They convey important information about what children are experiencing and thinking. For example, Molly is drawing a picture when mother interrupts by asking, 'What's that?'—an innocent question that is meant to encourage a child to talk about the experience. Instead, without saying a word, Molly tears up her drawing, throws it into the rubbish can, and runs out of the room. Her actions are more powerful than any words she might have uttered.

Many parents do not attend seriously to Youngster's nonverbal communications and are even less aware of the nonverbal messages that they themselves convey. For example, when young children talk to their parents, their facial expressions reveal how well they are listening. Many of us are guilty of half-listening. Our heads nod, we respond with "uh huhs" and fail to make eye contact. We are not suggesting that parents must "hang onto" every action or word emitted by their child. But it is very important for parents to be perceptive enough to translate children's nonverbal language and reflect their understanding. At the same time, parents must become alert to the positive and negative attitudes that they may be conveying silently.

Researchers in education of young children are concerned with understanding the importance of nonverbal behaviors in human interactions. It is the

hope that increased awareness will help individuals to gain insights into their own foibles and become more sensitive to the child's nonverbal communications.



Easy Stilts

The urge to achieve height is a characteristic of the child from four to four and a half years old. An old game for young children, safe and economic, is one made from tin cans and rope.

The conversion of tin cans into stilts can take several forms: Cans that are large in circumference and low in height; more complex stilts made of higher, narrower cans such as 46 oz. juice cans; smaller and smaller cans; and finally cans attached directly to shoes.

To make stilts on ropes, you need 2 ropes and 2 cans. Puncture one hole on each side of the can and loop the rope through the holes, attaching the two ends of the rope inside the can or over the shoulder. The rope must be long enough to be worn comfortably over the shoulders. To attach the shoes directly to the cans, loop a rope or strip of rubber cut from the inner tube of a tire and wrap around the shoe, attaching the two ends over the instep.



More Ecology

What to do with empty household cleaner bottles? With the aid of some school supplies (paper, felt tipped pen, crayons) and a little imagination, you can start a menagerie or a zoo. The Texize Chemicals Company Consumer Relations Department will send, without charge, their book "Crafty Critters", ideas for creating such animals or other objects of interest to children. The address is P O Box 368, Greenville, South Carolina, 29602.



A Magnet Game

Sometimes children think of

terrific things. This is an invention three brothers came upon one dull rainy day. They got a paper plate and a magnet and a crayon and a paper clip. They drew a road on the paper plate, put the paper clip on it, and by moving the magnet underneath, made the clip-car drive along the road.

But that wasn't all. A broken hand puzzle yielded ball bearings, and the track to follow became a spiral.

And still more: A map. Stories of chasing and hiding and getting caught and running away, with other little things the magnet could move around for the characters.

There must be lots more things children can think of—the way to find out is to give them the magnet, the crayon, the plate, the clip, and see what happens.



Dear Growing Child

"I didn't hear about Growing Child until my baby was almost 3 months of age, but I wish I had known about it before she was born. I was very unsure of things when I first brought her home (she was my first baby) and I sure could have used the first few issues of your newsletter. I am just thankful I got a subscription when I did! I thank you, for you have helped me enormously. . . . Every baby should be born with the first issue of Growing Child in its hand! Its mother would appreciate it enormously! Thank you again, Growing Child."

*Mrs. Frank W.
Du Bois, PA*



Next Month

- Learning About Numbers
- Don't Is a Dead-End Word
- Long & Short
- Color Matching

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